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LIBERAL EDUCATION AND JOURNALISM

PAUL L. DRESSEL

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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PUBLICATIONS OF THE INSTITUTE OF HIGHER EDUCATION

Are Liberal Arts Colleges Becoming Professional Schools?
EARL J. MCGRATH & CHARLES H. RUSSELL

The Liberal Arts as Viewed by Faculty Members in Professional Schools
PAUL L. DRESSEL, LEWIS B. MAYHEW & EARL J. MCGRATH

Liberal Education in the Professions
EARL J. MCGRATH

Liberal Education and Nursing
CHARLES H. RUSSELL

The Graduate School and the Decline of Liberal Education
EARL J. MCGRATH

Liberal Education and Journalism
PAUL L. DRESSEL

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LIBERAL EDUCATION
and
JOURNALISM

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Director of Institutional Research
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FOREWORD

IN 1956 THE CARNEGIE CORPORATION OF NEW YORK GRANTED FUNDS TO the Institute of Higher Education, Teachers College, Columbia University, for a study of liberal education in undergraduate professional schools. After analyzing the feasible scope of such a project, it was decided that eight types of professional schools should be included: agriculture, business administration, education, engineering, journalism, music, nursing, and pharmacy. These fields account for more than half of all the first degrees offered in all types of institutions of higher education in this country, and more than four-fifths of all those awarded in professional fields.

The study has been conducted along several lines. The first project consisted of the preparation of an extensive but selected and annotated bibliography, in each of the eight fields, covering (1) the historical origins of liberal education as a part of professional courses of study; and (2) the present status of liberal studies as represented in catalogues, in official institutional pronouncements, in the published documents of accrediting bodies, and in professional literature. On the basis of these readings a critical statement was prepared in each field reviewing the evolution of liberal studies as an integral part of professional programs. The bibliographies and statements, in mimeographed form, are available at the Institute.

A second type of inquiry was concerned with a statistical analysis of the attitudes of faculty members in representative professional schools of all eight varieties (supplemented by the opinions, submitted through schools of agriculture, of a small group in home economics). The results of this part of the study have been issued by the Institute under the title *The Liberal Arts as Viewed by Faculty Members in Professional Schools,* by Paul L. Dressel, Lewis B. Mayhew and Earl J. McGrath.

A third approach consisted of visits to a small number of institutions selected to represent each group on the basis of geographical location, public or private support, size of student body, and other factors of statistical significance. In these visits the person conducting the inquiry sought answers to a host of questions concerning the amount and kind of non-professional subject matter included in undergraduate curricula. Special attention was given to the forces on individual campuses which appeared to strengthen or weaken the program of liberal arts studies included in the professional curricula. The information gathered in these interviews with administrative officers, faculty members, students, and others was supplemented by extensive readings in the literature of the subject, and frequently by direct correspondence with the appropriate persons in the cooperating institutions and elsewhere. All the material relevant to particular professional schools has been analyzed and, to the extent possible, generalizations have been drawn and recommendations prepared which seemed justified by the findings.

In this monograph, concerned with undergraduate education in journalism, Dr. Dressel has brought together the results of the earlier studies of the historical development of journalism education and of the analysis of faculty members' attitudes toward liberal arts subjects. He has also reported the results of his own visits to selected schools of journalism and correspondence with a host of persons interested in this field. More particularly, he records the distillation of his own critical analysis of the present status of education in journalism, with specfic attention to the place of nonprofessional subject matter in programs preparing the future members of the fourth estate for their calling.

Though this report represents Dr. Dressel's own analysis and thinking, its substance was derived from numerous published sources and personal opinions stated in interviews. Many persons deserve the gratitude of the author and of the officers of the Institute of Higher Education for their willingness to devote their time and their thought to this important subject. The following persons were especially helpful in giving their own time to this project and in arranging meetings with other members of their staffs: Dr. I. W. Cole, Dean of the Medill School of Journalism, Northwestern University; Dr. Henry Ladd Smith, Director of the School of Communications, University of Washington; Dr. Ralph O. Nafziger, Director of the School of Journalism, University of Wisconsin; Dr. W. C. Tucker, Director of the School of Journalism, University of Tennessee; Dr. Ralph R. Lashbrook, Department of Technical Journalism, Kansas State College; Dr. Ralph D. Casey, Director of the School of Journalism, University of Minnesota; and Dr. Walter Wilcox, School of Journalism, Tulane University. Assistance from the following institutions in providing information is also gratefully acknowledged: Institute of Journalism Studies, Stanford University; College of Journalism, University of Colorado; School of Journalism, Louisiana State University; School of Journalism, Boston University; School of Journalism, Ohio State University; and School of Journalism, University of Texas.

The Institute staff wishes to express its gratitude to the officers of the Carnegie Corporation of New York for providing the funds which made this and its companion studies possible.

EARL J. MCGRATH
Executive Officer

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Chapter 1

PROFESSIONAL EDUCATION FOR THE SECOND HALF OF THE TWENTIETH CENTURY *

THE EVENTS OF THE PAST SEVERAL YEARS HAVE SHARPLY FOCUSED ATtention on the purposes and the functions of American higher education. Stimulated by the advances in science and technology in other parts of the world, educators and laymen have become particularly concerned with the merits of professional and technological education on the one hand and liberal studies on the other, and even more with the relationships which should obtain between them.

The questions involved are ancient. In the fourth century B.C., Aristotle, commenting on the educational principles and practices of his time, said: ". . . the existing practice [of education] is perplexing; no one knows on what principle it should proceed—should the useful in life, or should virtue, or should higher knowledge, be the aim of our training; all three opinions have been entertained. Again, about the means there is no agreement."[1] Ever since those ancient days partisans of two main types of education—often called "professional" and "liberal"—have defended their respective merits. The debate continues today with renewed vigor, and for a number of reasons it is timely.

First, the general public is agitated by Russian advances in the fields of science and technology. Many Americans are raising questions about the reasons for what they rightly or wrongly consider to be the superiority of the Russians in the type of education basic to their startling achievements in the sciences. Although the issues involved in these questions extend far beyond the boundaries of higher education, some of the more urgent problems as seen by many educators and thoughtful laymen are related to the functions and programs of colleges and universities.

Those who advocate an intensification of education in the professional and semi-professoiral vocations and in the fields of scholarship concerned with science have the onerous responsibility of describing how preparation for the other broad activities of life is to be adequately provided. Those, on the contrary, who stress the social and personal values of liberal education must realistically face the increasing need in the modern world for persons with advanced training in an occupational field—and to show how this is to be furnished in increasing measure. The significance of occupational education can be appreciated only when it is realized that there are now twenty-two hundred occupations requiring highly trained manpower, and that ten to twenty more are created annually. As valuable as liberal arts education may be, it is not all that is needed by those employed in the specialized vocations. It is necessary and reasonable, therefore, to reconsider the full complement of educational services these workers must have if they are to be vocationally efficient and civically competent.

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[1] Aristotle, *Politics* (New York: The Modern Library, 1943), p. 321.

* By Earl J. McGrath. The ideas in this chapter are considerably elaborated and expanded in *Liberal Education in the Professions*, by Earl J. McGrath (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

Second, for several decades the proportion of all college students attending professional units in colleges and universities has steadily mounted. Many of the present schools, such as those in business administration and journalism, were inconspicuous, if not completely missing, in the total enterprise of higher education at the turn of the century. There were, for example, only three schools of business before 1900 and these enrolled a mere handful of students. Now tens of thousands of students attend several hundred such institutions. The growth of the college and university divisions devoted to the various forms of education directly related to an occupation is evident from the enrollments in these institutions. Dael Wolfle has shown that in 1901, of all the first degrees granted, the aggregate of those in business, agriculture, education, and engineering was only 4.1 per cent of the total awarded by all types of institutions.[2] By 1951-53, however, the figure had risen to 46.4 per cent, or almost half the first degrees awarded. If these students are to receive any education other than that which prepares them for their occupational activities, this general education must in some manner or other be made an integral part of the professional program. There are many issues in this merging of two sets of educational objectives which deserve thoughtful analysis on the basis of which systematic planning can take place.

Third, although the series of questions involved in establishing the proper proportions and relationships between the professional and the liberal education of college-going youth most obviously apply to the universities, those queries must also be answered by the faculties of liberal arts colleges. These older units in our system of higher education, like their sister institutions, have in the past several decades inaugurated a wide variety of professional and semiprofessional curricula. Another study conducted by the Institute of Higher Education[3] has revealed that some independent liberal arts colleges offer more than twenty vocationally oriented programs leading to one or another bachelor's degree, and that virtually all such institutions provide some instruction of this type. Moreover, the specialization in the various conventional liberal arts departments has now become so intense that to all intents and purposes these programs are no less vocational than their counterparts in schools of engineering, business administration, and education. If, therefore, the graduates of the liberal arts colleges are to leave these institutions adequately prepared to live intelligently and effectively in the larger sphere of life outside their occupation, the same questions which are matters of consideration in the separate professional schools must be raised concerning the relationship between general and specialized education in the liberal arts colleges.

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[2] Dael Wolfle, *America's Resources of Specialized Talent* (New York: Harper & Brothers, 1954), p. 292.

Fourth, there is increasing concern among our citizens about the rising cost of higher education in money and in time. Medical education is the prime example of the steady lengthening of the course of formal study and the consequent increase of the financial burden on the student and his family. As late as 1900 young men could enter a medical school with no more than a secondary schooling and complete the medical course in two academic years considerably shorter than they are at present. Now the average for premedical and medical education is eight years, to which are added varying but usually long periods of internship or residency.

In some schools of education, nursing, pharmacy, and commerce, and in other professional fields as well, formal education has been extended to five or six years. Serious social problems are involved in the steady extension of preemployment education. There are curtailments of earning capacity, maladjustments in personal and family life, and an often unrecognized selection of individuals whose parents are in the social and economic groups which can afford the large capital investment required to complete a long professional course of study. This investigation is only tangentially concerned with these latter matters. It is, however, directly concerned with the related question as to whether a more carefully considered plan for the total education of the individual, involving a clarification of the purposes and character of both liberal and professional education, could not keep the scope of higher education within more reasonable and defensible bounds.

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[3] Earl J. McGrath and Charles H. Russell, *Are Liberal Arts Colleges Becoming Professional Schools?* A Publication of the Institute of Higher Education (New York: Teachers College, Columbia University, 1958).

Finally, the opportunities for adult education now provided by almost all institutions of higher education, and the opportunities for continuing education of high quality within commerce and industry, make necessary a reexamination of the amount and kind of higher education a prospective practitioner needs before he enters upon his intended life work. Considering the wealth of postgraduate educational opportunities now available, all baccalaureate curricula, both in professional schools and in liberal arts colleges, require critical reappraisal aimed at determining as objectively as possible which educational functions can most properly be performed before graduation and which can most profitably be conducted after the individual actually assumes his vocational responsibilities. A review of these matters again requires a reconsideration of the relationships between the various types of instruction now offered in undergraduate programs which too often operate under the fallacious assumption that the student's education does and necessarily must conclude on the day of graduation.

These, then, are the chief reasons for the present study of the curricula of selected undergraduate professional units in colleges and universities. Before undertaking the detailed analyses of various institutional policies and practices which constitute the major purpose of this study, it was necessary to explore the meaning and purpose of liberal and professional studies and to establish a working basis for properly interrelating these two educational functions in an integrated whole.

In considering a desirable preemployment higher education for vocational competence, one must begin with the assumption that such education is necessary and desirable in the United States today. To some this suggestion may appear obvious and fruitless. Yet many educators and layment question the whole concept of undergraduate education as preparation for earning a living except insofar as general, nonvocational instruction may be considered to provide that preparation. They would be satisfied with, or even prefer, either no training other than that provided on the job, or a formal vocational education beginning at the post-baccalaureate level. Such a concept is unrealistic because of the over-all purposes of higher education in our democratic society with its increasingly complicated economic structure and its mounting demands for higher education for individuals of ever more varied abilities, interests, and vocational objectives.

If the existence of undergraduate professional schools is justified, there can be no question that they must prepare students for their prospective work in a particular family of occupations. If the baccalaureate curriculum in commerce, for example, is not related to the activities of business enterprise, its existence *per se* cannot be justified. Some of those who have analyzed the need for education for business, and for other vocations as well, have advocated programs of studies so general that the *raison d'être* of a school of commerce is denied by the very breadth and the remoteness from business activities of the studies they recommend. Such proposals really deny the need for specialized education, or a least reserve it for graduate study or on-the-job training.

Even if such views were defensible in the abstract, they are unrealistic. The undergraduate professional units of our colleges and universities are firmly established in the academic structure and in the minds of our people. They are here to stay. They will be augmented by others in the years ahead. Enrollment trends in institutions of higher education show that undergraduates in professional schools increasingly outnumber those in liberal arts colleges. Hence, the meaningful question to be asked about the professional schools is how their offerings can be patterned to meet the needs of youth who have at least a tentative vocational objective but whose education must be so designed as to prepare them to act as intelligently in the broader contexts of life as in their own work.

A review of the emerging characteristics of the American economy and the history of higher education supplies convincing evidence that the number and the variety of baccalaureate programs with a specific occupational orientation will inevitably increase. It is important, therefore, that steps be taken now to justify the assumption that undergraduate professional schools will have both vocational and general objectives, and that these aims will be clearly reflected in the structure and the content of the curriculum. The compelling responsibility of those who determine the character and substance of undergraduate professional education is to design curricula which prepare the individual concurrently for a specialized calling and for the other varied activities of life. At first sight these broad purposes might appear to be visionary and unattainable within the normal four- or five-year period. If, however, only clearly comprehended and essential purposes control curriculum planning, and if all instruction which does not manifestly contribute toward the attainment of these twin objectives is cut away, a defensible program can be designed. The success of such an effort will, however, be dependent upon the acceptance of the basic principle that the professional course of study ought to be a whole in which traditional liberal arts instruction and the technical courses related to a particular occupation are joined to provide the full and relevant higher education appropriate to the needs of our times.

Before considering the matters of fact and theory which are germane to a discussion of the structure and content of professional undergraduate education, it should be observed that much of the early education in this country in all professional callings was narrowly technical. Most curricula in that day and indeed up to very recent times emphasized handbook information and rule-of-thumb procedures while neglecting basic theory and generalized knowledge useful in the infinitely varied circumstances of everyday practice. This kind of training was in fact *illiberal* in terms of any modern definition of either liberal or professional education. But this exclusive purpose of earlier professional programs—to make the individual technically competent—has now been largely replaced in theory if not in practice by the conception that all specialties must rest on a solid basis of theoretical knowledge and be practiced with the imaginative employment of general intellectual skills.

The most advanced views today assume that, if it is to be fully effective in preparing graduates for the complicated demands of contemporary life, professional education must have not a single goal but rather three comprehensive objectives. First, because of its very nature, it must obviously inculcate the corpus of knowledge, the complement of skills, and the traits of personality and character which constitute the distinctive features of a particular craft. It is these characteristics which give the profession its cohesiveness and identity. The celebrated psychologist William James, who, in his monumental *Principles of Psychology,* analyzed the attributes which differentiate one occupation from others, observed that "Already at the age of twenty-five you see the professional mannerism settling down on the young commercial traveler, on the young doctor, on the young minister, on the counsellor-at-law." At one time, cultivating these distinguishing qualities of an occupational group was the sole purpose of its entire preparatory educational program. Today, however, at least the more forward-looking institutions consider two other aims as hardly less significant than that of equipping the student to perform effectively the duties of his chosen work.

A second purpose, and one of rising importance, is concerned with the general education which all those who attend an institution of higher education must have if they are to understand, and to live competently in, an increasingly complex democratic society. President John Hannah of Michigan State University expressed this newer conception when he told representatives of the land-grant colleges that "It is not enough that our young people be outstanding technicians. The first and never-forgotten objective must be that every product of our educational system must be given that training that will enable him to be an effective citizen, appreciating his opportunities and fully willing to assume his responsibilities in a great democracy."[4] Intelligent living today requires a knowledge of matters of domestic and international affairs infinitely more complicated and shifting than those of even a generation ago. Moreover, recent advances in the physical and biological sciences impinge so directly on the life of the average citizen that he cannot live capably today in ignorance of these arresting penetrations of the unknown regions of the physical world. The rapid growth of reliable knowledge in the physical and the social sciences requires that the purposes of higher education for a vocation be extended beyond the bounds of technical knowledge or expertness in his own field.

Furthermore, an educational institution can hardly absolve itself of a third responsibility—that of assisting the student in gaining self-understanding, a moral grounding, and a consistent view of the world. In the words of the Committee on Aims and Scope of Engineering Education, the humanities and the social sciences have a responsibility to assist the student in the "development of moral, ethical, and social welfare and to a sound professional attitude."[5] Though a graduate may be ever so competent a practitioner and citizen, without knowledge of his own nature and a reasoned philosophy of life, he will fail to realize his full potential. Throughout his adult life the kaleidoscopic world around him will remain a meaningless flux of unrelated events. Recognizing the need for this philosophical orientation, many leaders in professional education appraise it as highly as professional skill and civic competence. In fact, one leader lists these three dominant purposes of journalism education in the following order: "(1) It should fit the student for being an effective citizen. (2) It should fit him for living a useful, full, satisfying life. (3) It should provide basic preparation for work in journalism."[6]

If these three comprehensive objectives of professional education are to be achieved, a judicious readjustment must be made in the balance of instruction directly related to the student's prospective occupation and instruction in the disciplines traditionally termed "the liberal arts and sciences." Before considering what types of readjustments are necessary, however, consideration must be given to the purposes of liberal arts education in order to determine to what extent and by what means they can be served in the curricula of professional schools.

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[4] John A. Hannah, "The Place of the Land-Grant College in the Public Educational System of the Future," *Proceedings of the Fifty-Eighth Annual Convention of the Association of Land-Grant Colleges and Universities*, Vol. 58 (1944), p. 76.

[5] Society for the Promotion of Engineering Education, Committee on Aims and Scope of Engineering Education, "Report," *Journal of Engineering Education*, Vol. 30 (March, 1940), p. 564.

[6] Leslie G. Moeller, "Goals of Professional Education for Journalism," *The Quill*, Vol. 40 (August, 1952), pp. 6 ff.

What are the major purposes of liberal education in contemporary American society? Though it would doubtless be difficult, if not impossible, to arrive at a generally acceptable definition of liberal education, perhaps a measure of agreement can be reached through a description of the types of abilities and personality traits which liberal education might be expected to engender in those who have been subject to its influence.

First, it would probably be generally agreed that those who have had a liberal education should have acquired a broad knowledge of the various major areas of learning—the natural sciences, the social sciences, and the humanities, including the fine arts. Though it is doubtless true, as Whitehead observed, that "A merely well-informed man is the most useless bore on God's earth," it is no less true that today the ignorant are a menace to themselves and to their fellow citizens. No person can now live fully and effectively, according to Ortega y Gasset, without at least a modest knowledge of "the culture, the vital system of ideas, which the age has attained"—and Ortega meant the age in which the individual is living.

Yet it must be apparent to anyone who moves among "educated" people that some who leave our institutions of higher education today are unacquainted with the living ideas of their time. Haltingly they feel their way in darkness through many of the common avenues of life because their path is unilluminated by even the most elementary knowledge of many aspects of their own being or of the physical and social universe which surrounds them. That many who have spent four or more years in an institution of higher education are innocent of much of the reliable knowledge of their time is attested by the experiences of the author of a best-seller on the social implications of atomic energy. In discussions with college audiences he observed that on many matters of fundamental significance they were no better informed and hardly more curious than the man in the street.

In view of the enormous mass and accelerating rate of growth of knowledge, students cannot fairly be expected to encompass any large portion of it in four, or even in forty, years. They can, however, properly be expected to gain an acquaintance with the basic facts and principles of the various disciplines. A student who completes a professional education of four years or more with however distinguished a record in engineering, pharmacy, education, or agriculture, but with little or no knowledge of English literature, history, philosophy, or economics, is not liberally educated. He will be prepared to think and act effectively neither in his chosen occupation nor in the many life situations which are the common lot of all.

The mere possession of facts, however, does not guarantee the efficient, the incisive, and the imaginative use of the mind. Cardinal Newman, in his brilliant analysis of the nature of liberal education, *The Idea of a University,* has said:

> Knowledge then is the indispensable condition of expansion of mind and the instrument of attaining to it; this cannot be denied, it is ever to be insisted on; I begin with it as a first principle; however, the very truth of it carries men too far . . . the end of a Liberal Education is not mere knowledge.[7]

Second, then, liberal education ought to cultivate those skills and habits of reasoning which constitute intellectual competence, the capacity to think logically and clearly, the ability to organize one's thoughts on the varied subjects with which the citizen today must unavoidably concern himself. In a sentence, these faculties might collectively be described as the capacity to order and interpret a complex set of circumstances in the physical, social, or artistic world, and to bring one's full intellectual resources skillfully to bear on the solution of a problem.

Just as the student must have some knowledge of many fields, so also, in order to gain competence in using the diverse forms of reasoning, he must have experience with intellectual processes other than those conventionally employed in his major academic field of interest. The various disciplines do, of course, employ some intellectual processes in common —the logical deduction of conclusions from valid premises, for example— whether the matter under consideration involves the facts of science, history, or art. Yet they also use intellectual methodologies in part peculiar to themselves. The chemist or physicist will only be satisfied with knowledge in which the probability of error is reduced to negligible proportions, while the historian or the sociologist, dealing as he does with human acts and events, must be satisfied with a much greater range of error of both fact and judgment. The student of art enjoys much greater freedom of subjective evaluation and interpretation than either the physical or the social scientist, but the intellectual processes by which he deals with reality are no less important than those employed by other disciplines.

The most distinctive and yet the most widely used processes of reasoning are doubtless the deductive method of formal logic and the inductive method of science. Those who are to be liberally educated can gain familiarity with these mental processes and skill in their use most readily by the study of mathematics and the sciences. No person can live intelligently today unless he understands the methods of reasoning with which scientists have so dramatically explored the unknown regions of the universe, from the boundless oceans of cosmic space to the infinitesimal region of the atom's nucleus. The intellectual procedures used in the conception of a hypothesis, the arrangement of an experiment to test it, the drawing of conclusions from the facts thus established—all these skills every citizen needs to acquire if he is to reason validly and objectively about physical phenomena. Moreover, properly taught, these habits of thought can be broadly applied in analyses of the complex social world with which all human beings are surrounded. Since the sciences differ in their use of these procedures with a wide variety of physical problems, the broadest range of acquaintance with these subjects will accomplish the fullest understanding and skill in the use of their methods.

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[7] John Henry Newman, *The Idea of a University* (New York: Longmans, Green and Co., 1955), p. 115.

Other branches of learning, the humanistic disciplines for example, use somewhat different intellectual operations in their interpretation of the world and the activities of men. Though they naturally employ the laws of logic in constructing a reasoned view of reality, their distinctive characteristic is their concern with values, with the ends of life, with the destiny of man. Those who teach history, literature, foreign languages, philosophy, and the arts cannot confine themselves to a consideration of the characteristics and behavior of exactly measurable phenomena. They must introduce the student to the reflection of creative minds on the nature of man and his world and their conclusions which are usually couched in much less precise terms than those of the scientist. The concern of teachers of these subjects must be with man, not as a physico-chemical complex within a mechanistically determined system, but rather as a being of purposes, values, loves, hates, and ideals—and sometimes as a seer or prophet with divine inspiration. In literature, the student should vicariously enjoy many of the richest experiences of life, gaining insight into human motivation and behavior attainable in no other way except through personal experience.

Still another area of human intellectual endeavor uses somewhat different approaches in its interpretation of reality. The social sciences—economics, sociology, and political science, for example—insofar as possible follow scientific procedure by constructing hypotheses, setting up experimental controls, and making accurate observations. These disciplines also use other investigative procedures, including statistical method, historical analysis, and case studies. Unlike the natural scientist, however, the scholar concerned with social phenomena often cannot arrange experiments which others can repeat. On the contrary, he must sometimes accept data of unprovable authenticity or of incomplete representativeness and, reasoning cautiously, arrive at tentative conclusions. Much of his material does not lend itself to the exact measurement used by the physical scientist. In the words of Taussig, one of this country's most celebrated economists, the social scientist is concerned with the "wavering and incalculable behavior" of man. The educated person must be skilled in these processes of tentative and precise reasoning about phenomena of inexact measurement. Most human actions must be based on evidence which, though not fully conclusive, is the best available at the time. One of the chief aims of higher education should be to cultivate habits which will prevent human beings from acting blindly, with no facts, and also from procrastinating indefinitely because the last shred of evidence is not in.

The liberally educated mind possesses another set of intellectual abilities, those involving the effective use of the various symbols and media of expression and communication. In the formulation of concepts and in the orderly development of a reasoned view of life, the meanings of words are the building blocks; the logical relationships among these verbal expressions, the cement which holds them together. No aspect of higher education has been more severely criticized than the teaching of the skills of communication. Yet instruction in this subject is highly valued by those who realize its importance in all phases of adult life. Several years ago this statement was well documented in a study of over thirteen thousand degree-holding employees of the General Electric Company. These graduates were divided into two groups, those who had attended engineering schools and those who were graduates from nonengineering curricula, mainly liberal arts colleges. When asked to appraise the various subjects they had pursued in undergraduate days in terms of their career value, the nonengineers placed English communication, both oral and written, at the top of the list, and this subject was placed second only to mathematics by the engineering graduates.[8] The symbols of mathematics and of the arts, though not as widely and as frequently used by the ordinary citizen as words, are nevertheless essential elements in the lives of cultured men and women.

Equipped with essential knowledge and the skills of intellectual workmanship, the college graduate may nevertheless have failed to reach another important goal, perhaps the *sine qua non* of liberal education. Though richly informed, and capable of clear and cogent reasoning, he may yet be intolerant, unwise, intellectually stagnant, and inept in the arts of human association. The *third* major objective of liberal education is, therefore, concerned with attitudes, ideals, and traits of personality and character. These qualities, harder to describe and to measure than the other outcomes of liberal education, are yet the hallmark of the liberally educated person. As has been said, they are the qualities that remain after all the facts which were learned have been forgotten.

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[8] *What They Think of Their Higher Education*, A Report of a Survey of the Opinions of 13,586 College Graduates, Employees of the General Electric Company (Schenectady, New York: General Electric Co., January, 1957).

The liberally educated person embraces certain values. He has at least a provisionally formed and examined philosophy of life, a *Weltanschauung,* a religion around which he organizes the varied purposes and activities of his existence. These values of the liberally educated man represent not only the ideas and causes for which he would live, but more importantly those for which if necessary he would die. They give stability to his being. They serve to keep the ship of life steady on course as it is buffeted by the unpredictable forces of man and of nature. Without them the lives of men have no direction, for, as Socrates said, "If a man does not know to what port he is sailing, no wind is favorable."

Knowing his limitations, the liberally educated man has respect for the rights and views of others. He is humble, not only before the capricious and uncontrollable forces of nature, but also in the presence of his own ignorance. And most important of all, he continually seeks wisdom through the extension of his knowledge and reflection on its meanings. Realizing how much he does not know, he is driven by an unrelenting curiosity, an unquenchable thirst for deeper knowledge and fuller understanding. Unless professional education inspires the desire to learn, to extend the scope of one's knowledge, to increase one's insights into the nature of things, it has condemned its recipients to eventual ignorance and mental stagnation. For the explosive increase of knowledge is the most arresting fact in today's world of learning, and swiftly accelerating change the most characteristic feature of modern life.

Even if higher education were able to supply each student with all the knowledge needed to understand the world in which he currently lives, and even if it could sharpen the intellectual skills to a fine point, it would have failed if it had not added to these achievements the inculcation of the irresistible desire to learn and to know. For as knowledge grows and the world changes, all who wish to live intelligently must continue to grow and to change through learning. Unless education initiates a chain reaction in which each advance in understanding sets off the desire for greater growth in wisdom, those who leave our campuses will soon reach a state of permanent intellectual rest. They will lose touch with the ongoing world.

The purposes and character of professional education require a similarly intensive and critical analysis. Since, however, the remainder of this volume is concerned with a review of the attitudes of faculty members and administrative officers, and of the practices in selected institutions with respect to this matter, only general guide lines for the development of a professional curriculum will be suggested at this point.

The dominant principle to be applied in determining the character and content of an undergraduate professional program has to do with the degree of specialization the curriculum may be expected to provide. The substance of a professional course of study, and the manner in which it is organized and presented, must be decided in terms of the vast bulk of modern knowledge, its rate of growth and change, the time available to the average student for preemployment training, and especially the proper purposes of initial education in a vocation. As these various factors which irresistibly shape professional education are analyzed, the dominant principle in curriculum construction is thrown into high relief. It becomes axiomatic that the student can be, and in principle should be, given only enough basic specialized instruction related to a vocational field to qualify him for initial gainful employment. W. Earl Armstrong sets forth this controlling idea in relation to teacher education, for example, when he says:

> It is not assumed that the pre-service curriculum should attempt to provide all of the insights and skills that the teacher will need in order to be a fully competent person. Rather, the function of the pre-service curriculum as here assumed is to provide the best possible preparation for the teacher to *begin* to teach. A pre-service curriculum based on this assumption will of necessity leave all aspects of the teacher's education incomplete. That is to say, the general education of the teacher will need further strengthening, the area or areas of subject-matter concentration will need either further broadening or deepening, and further additions will need to be made to the professional insights and skills of the teacher.[9]

If the several values in a professional curriculum are to be kept in proper balance, the student cannot be prepared as an expert in any specific job. Undergraduate instruction can be expected to do no more than acquaint him with the vocabulary and the basic principles of a broad field such as pharmacy, engineering, or nursing, and cultivate the intellectual skills by means of which new knowledge can be acquired and applied to the infinitely varying problems of day-to-day practice. This conception of the scope of a professional school's purposes has been well expressed by Dean Helen Nahm of the School of Nursing at the University of California:

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[9] W. Earl Armstrong, "The Teacher Education Curriculum," *The Journal of Teacher Education*, Vol. 8, No. 3 (September, 1957), p. 232.

> I think our major problem in a professional school . . . is that we must, in a period of time which seems reasonable to students and their parents, prepare both a liberally educated person and a person with competencies essential for beginning practice in a professional field.

Cogent reasons support the view that an undergraduate professional curriculum should embrace only those learning experiences necessary to orient the student broadly in his chosen occupation without aiming to cultivate a high degree of competence in any of its specialized branches.

The store of detailed knowledge in any professional field is enormous, and it expands prodigiously. This accelerating growth of fact and theory, the invariable characteristic of every intellectual realm, explains why no one can become or remain a genuine expert in a specialized branch of learning except by long years of study and by continually renewed acquaintance with evolving fact, principle, technique, and practice. It is for this reason that even those who, for example, graduate from a school of business administration with distinction and with the beginning of a specialization in management or retailing are nevertheless given positions relatively low in the structure of a business enterprise.

Second, highly specialized undergraduate instruction fails to reach its reputed goal because each set of circumstances in professional life has its own peculiar structure. To a degree it involves concepts and techniques which vary from those of all other situations. Consequently, the principles of accounting, orchestration, *materia medica,* or educational psychology must be adapted to the special circumstances and needs of a particular situation. The beginner who takes up his duties in any profession prepared to apply a specific body of detailed facts or procedures to new sets of circumstances will find his bag of tricks hopelessly inadequate. Unfortunately, he will only then belatedly realize that in concentrating excessively on a narrow specialty he has failed to gain the flexibility of mind and personality required to understand and to deal effectively with a host of important matters both professional and otherwise. Inevitably he will lack breadth in both general and professional knowledge and in the intellectual skills essential to their profitable use in the varied patterns of professional exigencies.

In the making of a professional curriculum, another guiding principle is related to the technical courses themselves. Those who have considered the matter most studiously are convinced that *even professional instruction* should stress broad principles, key ideas, and overarching generalizations rather than detailed facts and techniques. Here it is profitable to raise questions concerning what kind of education is of most worth, and how much can be accomplished in the time available.

The curricula of forward-looking engineering schools, for example, provide convincing illustrations of successful efforts to place greater emphasis on principles than on techniques, thus making possible the enlargement of the general education component and a broader orientation in the vocational field itself. Even in the engineering subjects many schools have adopted a core program of professional subject matter as the common basis of the specialties such as civil, chemical, electrical, and mechanical engineering. The enlargement of these common components has been possible only through the dropping of some specialized instruction which in earlier years preempted a considerable portion of the four-year curriculum. This shift in emphasis has increased the student's knowledge of theoretical engineering and of the liberal arts disciplines, thus enhancing both his occupational and his civic competence.

Another principle to be applied in designing a professional course of study relates to the cultivation of attitudes and motivations which are not the sole concern of any subject-matter field but rather the responsibility of all. Proposals for the reconstruction of professional curricula will succeed or fail largely to the extent that students are helped to recognize undergraduate education as only the beginning rather than the end of a long process of personal growth. Unless the experiences of the college years are viewed in this light the student is likely to misconceive the aims of higher education. Not uncommonly, faculty members and curriculum-makers encourage students' misconceptions of the purposes and the potential of undergraduate education. A subconscious feeling, subtly transferred to those under instruction, that they must "learn it now or never" is the origin of the common compulsion to include every last bit of information, to explore every remote corner of the subject, in a single course. Under the influence of this point of view all curricula have become swollen with masses of dispensable facts, and the atmosphere of the classroom has become one of hurried absorption of facts rather than of reflective analysis and the orderly expansion of mind.

A curriculum with the proper objectives ought to provide the basic experiences needed by the neophyte to begin his practice with a sufficient body of knowledge to give him confidence in his own ability and to make possible further professional growth through individual study, practice, and additional part-time instruction in so-called "refresher" courses. He ought to have the flexibility of mind to pursue and to accept additions to knowledge and innovations in procedures as they appear. He ought also to have a vision of the wider significance of his work in the whole social context of his time. More than this an undergraduate program can not and need not be expected to accomplish.

The achievement of these two sets of purposes for a responsible and full life as a private citizen and as a member of an occupational group is an ambitious undertaking. Yet, under proper conditions it is not an unrealistic goal. Our national and personal welfare demand that it be reached within the next decade; for our needs for highly skilled workers, and for informed and active citizens, are patently urgent.

If these aims are to be realized, however, certain of the presently controlling ideas and practices in American higher education require reassessment. Many of the graduates of institutions of higher education will not reach these goals if it is assumed that only those disciplines commonly classified under the caption "liberal arts" have these desiderata as their aims. On the contrary, much of the instruction in professional curricula such as engineering, business administration, education, and nursing must be expected (as it already lives up to the expectation) to cultivate the qualities of mind and character often considered the exclusive province of the liberal arts.

No one has better described the possibility of achieving the ends of liberal education through the study of specialized subjects than President Virgil M. Hancher of the State University of Iowa, who at a meeting of the Association of Land-Grant Colleges and Universities in 1953 said:

> We forget that it is possible to become liberally educated by the teaching and study of professional or specialized subjects in a liberal manner. . . .
>
> While in general I would support the proposition that there are some things which every liberally educated man should know, I fear that we have been led into error sometimes by believing that the study of certain subject matter inevitably results in a liberal education. This is a doubtful proposition. It is nearer to the truth to say that there is no subject matter, worthy of a place in the curriculum of a modern Land-Grant College or state university, which cannot be taught either as a professional specialty or as a liberal subject.[10]

It is obvious that courses in engineering or pharmacy, if properly taught, acquaint the student with a wide range of scientific facts and cultivate the intellectual skills of the scientist. They also instill a respect for truth, a humbleness of spirit, a desire to learn, and the habit of philosophical reflection about the place of man in a limitless cosmos. The same can be said for instruction in other professional programs, though the emphasis on particular subject matter and skills would obviously vary with the field concerned.

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[10] Virgil M. Hancher, "Liberal Education in Professional Curricula," *Proceedings of the Sixty-Seventh Annual Convention of the American Association of Land-Grant Colleges and State Universities,* Columbus, Ohio, November 10-12, 1953 (Washington, D.C.: The Association, 1953), pp. 45-51.

Engineering can be used to illustrate how a rounded education can be provided for the student in a professional course of study. The first objective of liberal education, acquainting the student with the fundamental facts and principles in the three main areas of knowledge, can be accomplished by supplementing the basic courses in science with instruction in the social sciences, the humanities, and the skills of communication. The requirements in the social sciences and the humanities ought to be met by the pursuit of courses especially designed to bring the student into touch with the leading principles and the key ideas in a broad range of subjects not included in courses in engineering and basic science.

In the social sciences, for example, such subjects might include history, political science, sociology, and economics. Courses should be unlike conventional elementary courses in that no attempt should be made to cover all the detailed knowledge necessary for advanced study. Instead, selected special topics ought to be studied intensively, so that the study would emphasize relationships between the constituent disciplines, and inculcate skill in the use of the methods of thought employed in dealing with social problems. Thus the second objective of cultivating intellectual skills in the social sciences would be accomplished. Comparable instruction in literature, languages, philosophy, and the arts should acquaint the student with the content and methods of the humanities. Since scientific subjects are necessarily basic to specialized engineering courses, it could be assumed that all students would have gained a considerable knowledge of science and skill in the use of its methods.

The third objective of liberal education, that of cultivating the attitudes and the traits of character which signalize the liberally educated mind, must necessarily be the responsibility of all teachers of all subjects. Any subject can be taught so as to increase the student's respect for truth and for the worth of the individual, his appreciation of his own smallness in our vast universe, and his love of wisdom and desire to learn. For this reason, as Hancher holds, courses of study cannot on the basis of content or method alone be classified as liberal or not liberal. Instruction in a professional school which aims to achieve these objectives may certainly be classified as liberal, and courses in colleges of liberal arts which do not have these aims can surely not be described as liberal.

The graduate of such a program in engineering would possess not only the knowledge of his world at large and the aptitude to use his intellectual resources in expanding his learning. He would be capable of seeing his own occupational activities in the larger social context of his time. Similar curricular arrangements are feasible in all other professional schools. The general principle of curriculum construction involved is that the two major areas of knowledge not basic to the professional subject matter be adequately represented by appropriate general instruction. In business administration, for example, these would be the humanities and the natural sciences; in agriculture, the social sciences and the humanities; in music, the natural and the social sciences; and so on for all the other professions.

Whether these broad purposes of liberal education will really be achieved will depend on the teachers. A course in finance, for example, taught with emphasis on general economic principles, with consideration for the historical development and the present importance of financial institutions in Western society, and with constant reference to the interrelationship of money and banking with the facts of sociology, anthropology, political science, and psychology, not to mention ethics and art, will have many of the values of liberal education, whatever its uses may be in educating a student for employment in the world of commerce. Conversely, a course in Greek literature with an emphasis on dates, literary style, linguistic analysis and the esoteric subject matter of the teacher's research on some peculiar characteristic of Greek grammar, may produce few of the desirable results of liberal study. The teacher and the preparation he receives for his responsibilities in the classroom are, always have been, and always will be the decisive factor in liberal or, for that matter, any other kind of education. The present inadequacies in American higher education, particularly in its failure to preserve the heritage of liberal culture, have their origin in the attitudes, purposes, and skills of the teachers. Many teachers—whether in professional schools or liberal arts colleges—in their preoccupation with the cultivation of specialized knowledge and the techniques of their own chosen narrow field of intellectual activity, have lost sight of the more inclusive purposes of higher undergraduate education.

Professional schools which adopt a broader set of objectives and make the requisite changes in their practices to bring them into conformity with these principles will provide more fully that generous education required by this generation to live more intelligently in the complex contemporary world. They will contribute more fully to the enrichment and the strengthening of this democratic society in which high production is of undeniable importance in peace and in war, but of no more pressing urgency or greater significance than informed citizenship and self-knowledge. As institutions generally adopt the pattern already in effect among the most enterprising, the ideal of education for high professional competence, for informed and active citizenship, and for a rich and integrated personal life will be within reach of all undergraduates in professional schools. It is to the realization of these ideals that these institutions might well dedicate themselves in this period when our people, with an eye to the ultimate destiny of our nation, are reassessing all of American education.

Chapter 2

THE EVOLUTION OF JOURNALISM EDUCATION *

JOURNALISM WAS ONCE DEFINED AS "THE COLLECTION AND PERIODICAL publication of current news; the business of managing, editing, or writing for journals or newspapers";[1] a more recent definition is more extensive: "The collection and periodical communication of current news."[2] Broad as this latter conception is, it does not include advertising and public relations, or the special functions of journalism in such fields as agriculture, home economics, science, and business. Based on a poll of leaders in journalism education, the definition proposed by Kearl in 1943 included all human communication: "Journalism is the conveyance of timely information, ideas, counsel, guidance, emotional attitudes and advertising to a varying audience by means of organized media and written, oral, or pictorial symbols."[3]

The range of knowledge and skills implied by this inclusive definition is awesome. Since the journalist may be called upon to "convey" information and ideas derived from every possible field of knowledge, he must be liberally educated. Since he must be alert to the characteristics of his "varying audience," he must be something of a psychologist. Likewise, the journalist must be skilled in aural and visual communication, and he must be knowledgeable if not mechanically proficient in the use of the equipment associated with the various media.

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* In the preparation of this chapter, extensive use has been made of a mimeographed statement on "Liberal Education and American Journalism" prepared by Walter Wilcox for the Institute of Higher Education, Teachers College, Columbia University, and available at the Institute together with an annotated bibliography on the subject.

[1] *Webster's New International Dictionary* (Springfield, Mass.: G. & C. Merriam Co.), second edition, 1949 printing.

[2] *Ibid.*, 1953 printing.

[3] Bryant Kearl, "Journalism—What Is It? A Re-definition," *Journalism Quarterly*, Vol. 20 (March, 1943), p. 42.

The desirability of a liberal education for the journalist has seldom been seriously questioned, but questions of the relative importance of liberal education and technical know-how and the best means of achieving each of these have been and are sources of conflict. Rather than resolving them, the changing nature of journalism gives renewed vigor to these issues. New media give rise to new techniques, and at the same time the new mass communications conception is developing integrative ideas and principles and a research orientation which may make of journalism a discipline comparable to many of those presently accepted as liberal arts.

The term "journalism" has always referred to the communication process, but it also now implies a body of knowledge and of theory and a program of experimentation and research in communications viewed as a behavioral science. Journalism, in the present day, is clearly something rather different from what it was when the first formal attempts at journalism education were initiated.

EARLY VIEWS AND PROGRAMS

The development of journalism education in the United States is intimately interrelated with the development of American journalism. The newspapers of the colonial period were largely by-products of printing establishments and the printer–journalist–editor was a product of the apprentice system. Following the Revolution and until the 1830's, the journalist was a political partisan, and only incidentally an editor. During the following thirty years, the "penny press" emphasized crime and sex until the Civil War brought an awareness of responsibility for systematic and reliable news reporting. By 1890, the modern conception of a newspaper with a capable staff and huge circulation had emerged, and the need for trained personnel led to interest in journalism education.

In 1869 a plan of scholarships for young men interested in acquiring a liberal education as a basis for a career in journalism was proposed at what is now called Washington and Lee University. It was not put into effect. In 1875 Andrew Dickson White, President of Cornell University, proposed a journalism curriculum centered on the liberal arts and accompanied by lectures and laboratory experience dealing explicitly with journalism. This, the first proposal of education for journalism, was, like the Washington and Lee plan, abortive. Yet the lingering recollections of these two proposals, coupled with the concern generated in responsible educators and newspapermen by the development of "yellow journalism," led to further consideration of the desirability of an educated journalism profession. Though there was general agreement that the newspaperman should be well educated, the prevalent view rejected a formal curriculum in favor of learning by experience on one of the better papers of the day. Gradually, however, the demand of some members of the press for higher standards as a move to counteract the sensationalism of the day, the emergence of the press as a powerful social force and employer of college graduates, and the tendency of higher education toward vocational specialization brought about the introduction of journalism courses and programs. O'Dell's survey shows that during the last quarter of the nineteenth century colleges and universities, particularly in the Midwest, were introducing course work in journalism, usually in the English departments. O'Dell lists fourteen institutions as having made incursions into the field between 1873 and 1903.[4] These first courses emphasized writing as a journalism tool.

In 1888, Eugene Camp, of the Philadelphia *Times,* in an address at Wharton School, University of Pennsylvania, issued a call for journalism to become a profession with high standards based upon a broad liberal education.[5] In his speech Camp reported on a survey of opinion of the leading journalists as to the possibility and value of instruction in journalism. Although opinions differed as to the possibility of teaching journalism techniques, there was the customary acceptance of the worth of a liberal education. Camp interpreted the replies as favoring a formal educational program which would include course work emphasizing political science, history, and economics, accompanied by journalism courses dealing with recognition, analysis, and presentation of news.[6] Perhaps as a result of Camp's influence, the first organized curriculum with actual graduates was established at the Wharton School of Business in 1893.[7]

Joseph Pulitzer, the Hungarian immigrant who built two influential and profitable newspapers, conceived the idea of a college of journalism supported by a substantial endowment. Although the Pulitzer gift was made to Columbia University, Charles W. Eliot, President of Harvard, proposed to Pulitzer a journalism curriculum embracing (1) editorial work, news and editorial writing, (2) operation of the business office, (3) operation of the advertising office, and (4) close connection with the mechanical department.[8] Pulitzer dissented from this conception on the ground that it failed to distinguish between the newspaper as a business and editorial work as a profession.[9]

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[4] DeForest O'Dell, *The History of Journalism Education in the United States,* (New York: Bureau of Publications, Teachers College, Columbia University, 1935), pp. 2-49.

[5] Eugene M. Camp, *Journalists, Born or Made?* (Philadelphia: Philadelphia Social Science Association, 1888).

[6] *Ibid.,* p. 10.

[7] O'Dell, *op. cit.,* p. 38.

Eliot's plan, perhaps unjustly, has been stamped as vocational, in contrast to Pulitzer's views, which were regarded as emphasizing liberal education. Russell J. Jandoli has argued that this vocational–liberal dichotomy is not entirely tenable inasmuch as both men agreed on the substantial elements of education for journalism as including a broad education based in large part on the social sciences.[10]

Immediate reaction to the Columbia School of Journalism was varied, being both commendatory and condemnatory. Pulitzer was moved to answer his detractors in a classic statement on education for journalism in which he described an integrated program including attention to (1) style; (2) law tailored for the journalist; (3) ethics; (4) literature; (5) truth and accuracy, including proper reference techniques; (6) history tailored for the journalist by emphasis upon American history; (7) sociology; (8) economics; (9) "the enemies of the republic"; (10) arbitration in its broad sense; (11) statistics; (12) modern languages, French for style and German as a key to information, neither as a cultural subject; (13) science, a broad outline of the basic subjects; (14) the study of newspapers, taught by outstanding educators and centered on the values of news and the ethics of newspapering; (15) the power of ideas, including a review of the great ideas in history; (16) principles of journalism, including actually publishing a paper under competent editors; (17) the news.[11]

The Pulitzer views were not the prevailing ones over the next two decades. Albert A. Sutton, who examined the question from the perspective of the early 1940's, concluded that the practical emphasis associated with Eliot predominated for many years, partly because of Eliot's stature and partly because educators sought the favor of newspapermen.[12]

In 1908, in response to repeated requests by the Missouri Press Association, a school of journalism was established at the University of Missouri. The curriculum was modeled on the newsroom and emphasized drill in techniques. The practical laboratory work was coupled with

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[8] Charles W. Eliot, letters, as quoted in O'Dell, *op. cit.*, pp. 84 ff.

[9] Joseph Pulitzer, "The College of Journalism," *North American Review*, Vol. 178 (May, 1904), pp. 641-680.

[10] Russell J. Jandoli, "Journalism Education and the Social Sciences," *Journalism Quarterly*, Vol. 34 (winter, 1957), p. 64.

[11] Pulitzer, *op. cit.*, pp. 641 ff.

[12] Albert A. Sutton, *Education for Journalism in the United States from Its Beginning to 1940* (Evanston, Ill.: Northwestern University, 1945), p. 14.

courses in English, composition, history, economics, sociology, psychology, philosophy, logic, government, finance, paper management, and publishing.[13] For the next several decades this program typified the practical approach.

At the University of Wisconsin, Willard Bleyer, a former newsman and English teacher, starting with a single course offered in the English department, introduced in 1909 a four-year "Course in Journalism" emphasizing preparation for news and editorial work. Although O'Dell regarded this program as a reflection of the Pulitzer view, [14] Bleyer apparently viewed his curriculum as the first attempt to combine Pulitzer's and Eliot's proposals in a journalism education program inclusive of a broad background in the social sciences and some technical training in journalism.[15] Although the views of Eliot and those of Pulitzer were hardly so distinctive as to indicate different philosophical positions, they came to be so regarded; and Missouri and Wisconsin likewise came to be regarded as contrasting exemplars of the two philosophies.

The years from 1908 to 1925 were marked by the rapid development of journalism curricula. Journalism educators were torn between desire for academic respectability and the demands of the working press for technical instruction. The extent of technical offerings in many of the programs suggests that vocationalism was the prevalent philosophy.[16][17] Gardner Cowles, Jr., criticized journalism education as limiting the imagination by emphasis on practical instruction placing too much stress on routine work on the college daily. He called for greater emphasis on broad principles and problems of editing.[18]

Although by 1918 the social sciences were regarded as basic to journalism, journalism educators gradually became concerned about the fragmentation of the social sciences and moved to organize social science-oriented courses within the journalism schools.[19] By the late 1920's there

[13] Walter Williams, "The College of Journalism," *The World Today*, Vol. 15 (December, 1908), p. 1233.

[14] O'Dell, *op. cit.*, p. 69.

[15] Donald K. Ross, "Willard G. Bleyer and Journalism Education," *Journalism Quarterly*, Vol. 34 (Fall, 1957), p. 468.

[16] L. N. Flint, "Comparing Notes on Courses," *Journalism Bulletin*, Vol. 1 (June, 1924), p. 54.

[17] Eric W. Allen, "The Journalistic Type of Mind," *Journalism Bulletin*, Vol. 1 (June, 1924), p. 39.

[18] Gardner Cowles, Jr., "What One Managing Editor Thinks," *Journalism Quarterly*, Vol. 4 (January, 1928), p. 1.

[19] Grant M. Hyde, "The Next Steps in Schools of Journalism," *Journalism Quarterly*, Vol. 14 (March, 1937), p. 36.

was evident a trend toward thinking of journalistic education as a broad liberal education with a minimum of attention to techniques.[20]

CONTINUING CRITICISM

In 1930 and following years, journalism education was heavily criticized. Abraham Flexner characterized it as "on a par with university faculties of cookery and clothing" and condemned both the Columbia and Wisconsin programs for their vocational orientation and their narrow subject matter courses.[21] In the same year, the American Society of Newspaper Editors, through its Committee on Schools of Journalism, asserted that techniques can be taught in the newspaper office and recommended that the journalism curriculum be almost entirely liberal education. The report also urged that schools of journalism should become graduate schools comparable to those of law and medicine.[22]

Robert Maynard Hutchins, in his sweeping denunciation of vocationalism in American higher education, included journalism as one horrible example.[23] In later remarks, he characterized schools of journalism as "the shadiest education ventures under respectable auspices. . . ."[24] Though journalism educators responded vigorously in rebuttal, there were some editors who confirmed Hutchins' accusations. In 1947 the Commission on Freedom of the Press, composed of fourteen scholars, educators, and government leaders, under the chairmanship of Hutchins, reported:

> Most [journalism schools] devote themselves to vocational training, and even here they are not so effective as they should be. The kind of training a journalist needs most today is not training in the tricks and machinery of the trade. If he is to be a competent judge of public affairs, he needs the broadest and most liberal education. The schools of journalism as a whole have not yet successfully worked out a method by which their students may acquire this education.[25]

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[20] Leon Whipple, "Journalism," *The Survey*, Vol. 60 (June 1, 1928), p. 292.

[21] Abraham Flexner, *Universities: American, English, German* (New York: Oxford University Press, 1930), pp. 160-1.

[22] George B. Armstead, "The Report of the Committee on Schools of Journalism to the ASNE," *Journalism Quarterly*, Vol. 7 (June, 1950), pp. 142-153.

[23] Robert Maynard Hutchins, *The Higher Learning in America* (New Haven: Yale University Press, 1936), p. 56.

[24] Robert Maynard Hutchins, "Is There a Legitimate Place for Journalism Education? No!" *The Quill*, Vol. 26 (March, 1938), pp. 13 and 20.

[25] The Commission on Freedom of the Press, *A Free and Responsible Press* (Chicago: The University of Chicago Press, 1947), p. 78.

In a sense, the quotation points up the deficiencies of all higher education. Except possibly for its first sentence, journalism educators of the present day would accept the view expressed. The liberal education which will produce a completely "competent judge of public affairs" in the present day exists neither in nor out of schools of journalism. Some educational programs, however, are more effective than others. While the scathing criticism to which journalism education has been and still is subjected is perhaps beneficial, it does fail to take into account differences in quality on the one hand and difficulties in the way of achieving the ideal on the other.

CONCEPTIONS OF AND ATTITUDES TOWARD THE LIBERAL ARTS

Although the early courses in journalism were often initiated in departments of English, journalism education did not long continue that affiliation. Though the reasons for this seem not all to have been made a matter of record, most of them are reasonably apparent. Courses in journalism and persons teaching them were not enthusiastically encouraged in English departments. Especially was this the case with respect to courses in the techniques of journalism. Writing itself, and particularly the type of writing demanded for journalism, was not a major concern of these departments, which had developed as their primary concern the study of literature rather than the production of it. Consequently, at least a quasi-independent status became necessary for development of a curriculum. Finally, as already noted, journalism educators increasingly looked to the social sciences for a substantive base closely related in content and interest to the journalism profession. Since the development and acceptance of the various social sciences in higher education have to some extent paralleled the development of journalism, journalism educators have found more cordial acceptance among social scientists than among professors of English and literature.

Even so, the meaning of the term "social science" as used in discussion of the liberal education base for journalism is not always clear. Such subjects as history, literature, foreign language, philosophy, psychology, sociology, political science, geography, and even the natural sciences have been named in making specific the elements of the desired social science background. There is, of course a sense in which each of these disciplines, or, indeed, every existing discipline, gives insight into the issues and problems with which society is confronted and with which the journalist perforce will deal. Perhaps this accounts for the unusually broad definition of the social sciences found in some statements on journalistic education.

Not only have the social sciences been very broadly interpreted in discussions of journalism, but their role has taken on a double meaning. The social sciences are viewed almost as an essential part of the professional preparation and also as providing a general background. For some years, the social sciences as interpreted and offered by the departments of the liberal arts college were uncritically accepted as filling both roles. As liberal arts subjects became more fragmented and specialized, it became more difficult for the embryo journalist to obtain an integrated view of the social sciences. As journalism educators recognized this trend and as they simultaneously achieved some accepted and respected philosophy of a broad liberal education, they dared to criticize the adequacy of the liberal arts offerings.

Pulitzer had commented that liberal arts offerings were scattered and fragmented, lacking the integrated substance necessary for journalism.[26] J. W. Cunliffe, Dean of the Pulitzer School of Journalism,[27] Eric W. Allen, Dean of the University of Oregon journalism school,[28] and Willard G. Bleyer of Wisconsin,[29] in turn, made similar criticisms. Other journalism educators, Ralph D. Casey in 1932[30] and Vernon Nash in 1938,[31] strongly objected to the compartmentalization of knowledge increasingly characteristic of the liberal arts offerings. Curtis D. MacDougall bluntly characterized liberal arts education in the United States as "almost a complete failure" leaving to journalism teachers the task of "re-teaching these liberal arts illiterates the background they should have mastered long before coming to us."[32]

Thomas Stritch, Head of the Department of Journalism, Notre Dame University,[33] expressed similar misgivings and complained also that the English department had given up attention to good writing in favor of scholarship.

[26] Joseph Pulitzer, *op. cit.*

[27] J. W. Cunliffe, "The Relation Between Cultural and Technical Courses in Journalism," *Journalism Bulletin,* Vol. 3 (March, 1926), pp. 15-20.

[28] Eric W. Allen, "Journalism as Applied Social Science," *Journalism Bulletin,* Vol. 4 (March, 1927), pp. 1-7.

[29] Willard G. Bleyer, "In Behalf of Journalism Schools," *The Quill,* Vol. 19 (February, 1931), p. 17.

[30] Ralph D. Casey, "Journalism, Technical Training and the Social Sciences," *Journalism Quarterly,* Vol. 9 (March, 1932), pp. 31-45.

[31] Vernon Nash, *Education for Journalism* (New York: Bureau of Publications, Teachers College, Columbia University, 1938), p. 84.

[32] Curtis D. MacDougall, "What Newspaper Publishers Should Know About Professors of Journalism," *Journalism Quarterly,* Vol. 24 (March, 1947), p. 2.

[33] Thomas Stritch, "A New Program of Studies for a Department, *Journalism Quarterly,* Vol. 28 (Winter, 1951), p. 82.

One of the problems of journalism education is that the attempt to cultivate breadth by contact with a number of departments, coupled with the heavy concentration of liberal arts in the first two years of the journalism program, results in much of the liberal arts requirement being satisfied by introductory liberal arts courses which, as William F. Swindler,[34] then Director of the School of Journalism at the University of Nebraska, indicated, have tended to become tools or techniques courses considered by their teachers as bases for advanced study rather than as courses broadly introductory to the respective disciplines.

Such challenges to the worth of the liberal arts, while frank and rather devastating, have not been backed up by careful research; and they have been limited in number. The extent to which journalism educators as a group share these views is unknown. Some who share them are too conscious of the uneasy relationship of journalism to some of the liberal arts departments to risk arousing reprisal by such forthright complaint. Others are probably indifferent, viewing the liberal arts as an incidental though necessary component of the curriculum, but of little direct value to the really important journalistic courses. Uncritical acceptance of whatever the liberal arts departments offer is possibly the easiest route to academic respectability on the university campus.

Another more extensive and perhaps more productive approach to discussion of the relationship of the liberal arts and professional journalism courses notes the disjunction of these two phases of the curriculum and calls for an integration whereby the journalism courses would serve as catalytic agents in giving unity, meaning, and reality to the liberal arts courses while the latter bring increased depth and substance to journalism. While this view was at least implicit in the writings of Pulitzer and Cunliffe, noted earlier, the interest in such integration became most evident after the American newspaper swung to "interpretative journalism" in the mid 1930's.

An editorial in *Journalism Quarterly* in 1938 cited two major trends:

> The trend toward emphasis on "background," especially in social sciences, in the education for young men and women for journalism, and [the trend] toward the integration of "background" with the more technical aspects of journalistic training and the coincident lessening of emphasis of purely technical training, once the *sine qua non* of academic preparation for journalism.[35]

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[34] William F. Swindler, "Educator Raps Editors' Instruction Complaint," *Editor and Publisher,* Vol. 88 (September 24, 1955), p. 47.

[35] Ralph D. Casey and Mitchell V. Charnley, "The Journalism Teaching Problem," *Journalism Quarterly,* Vol. 15 (September, 1938), p. 266.

J. L. Morrill, later to become president of the University of Minnesota and himself a journalism teacher and newspaperman, argued that journalism, as a point of reference for a liberal education, provided a motivational force through satisfying a vocational interest and an opportunity for use of the knowledge acquired. He also predicted that journalism would turn to "the sciences that go to the roots of human experiences and behavior—the biologies, anthropology, psychology—the studies of bionomics and human ecology that deal with man as he is, not as we like to imagine him to be."[36] Not only did these remarks emphasize integration; they forecast the behavioral science orientation as a means to this integration.

By 1950, the controversial ratio of 75 per cent liberal arts and 25 per cent journalism was widely accepted, verbally at least, by journalism educators, although some, like Dwight Bentel, education editor of *Editor and Publisher,* challenged the separation inherent in this ratio. He argued that the liberal arts courses lacked "meaning and realism and purpose,"[37] and that this could be corrected only by a "combining of 'journalism' and the 'liberal arts' so completely from the freshman through the senior year that the two were indistinguishable in the curriculum or the learning process."

The notion of integration is very much a part of the spirit of journalism education, but the extent of actual achievement is difficult to determine. Systematic programs directed to this end are difficult to find; indeed, they are difficult to develop. A complete integration or merging of professional journalism courses and the liberal arts to the point where, as Bentel demanded, "the two were indistinguishable" would imply a contribution of journalism courses to liberal education.

As early as 1924 a survey indicated increasing attention to ethical and philosophical issues as opposed to technical.[38] Another survey in 1937 revealed a marked increase over a period of ten years in courses involving principles and substance.[39] Casey, writing in 1944, suggested that journalism courses could be grouped as: (1) technical, (2) social, (3) economic, (4) historical, and, possibly, (5) literary. Thus journalism courses spanned many liberal arts subjects and might be inferred to have a substantive nature.[40] James Hunter Herring, in studying the development of journalism courses by title between 1940 and 1951, found that the greatest increase was in a classification labeled "research and seminar." Herring interpreted this as a trend favoring substantive and principles courses as opposed to the vocational.[41]

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[36] J. L. Morrill, "Is There a Place for Instruction in Journalism?" *Journalism Quarterly,* Vol. 15 (March, 1938), p. 32.

[37] Dwight Bentel, "Liberal, Vocational Separation Is a Fallacy," *Editor and Publisher,* Vol. 83 (July, 1950), p. 32.

[38] Izil Polson, "Survey Shows Progress," *Journalism Bulletin,* Vol. 1 (September, 1924), pp. 96-97.

[39] Norval Neil Luxon, "Trends in Curricula in A.A.S.D.J. Schools," *Journalism Quarterly,* Vol. 15 (December, 1937), pp. 353-360.

The discussions of the liberal content of journalism courses raise an unresolved issue as to the distinction between liberal and technical. Remarking on this point, Swindler held that the nature of the course, whether liberal or technical, would depend on the student. He maintained that such courses as typography and photography, properly taught, could become fine arts courses, and that courses in reporting and copyreading could be seminars in applied social science.[42] Certainly much of the nature of any course depends upon how it is taught; but unfortunately very little is known of the level of teaching. I. W. Cole, commenting from the vantage point of accrediting experience, remarked that a how-to-do-it vocational curriculum "may include courses with high sounding names and elaborate descriptions." The statement may be impressive in language, vowing the dedication of the faculty to principles of a sound general education; but, in the words of Cole's title, "It's still the teaching that counts."[43] On the whole, however, the liberal education aspect of journalism courses has been on the increase, though in practice probably lagging behind the optimistic statements of philosophy. It should, of course, be noted that the equating of liberal education with substance and principles would not be acceptable to many persons oriented to the traditional conception of the liberal arts. Legal and medical education in this day certainly have such substance; they are not commonly accepted as providing a liberal education. Yet it is such programs that have apparently furnished the model by which many journalism educators judge the liberal component of journalism.

DEVELOPING CONCEPTIONS OF JOURNALISM

An evolving professional field continually reinterprets its task and the type and amount of education needed for performance of that task. The reinterpretation of the task may proceed out of development of or change in the underlying philosophy. Examples of this have been noted in the successive eras of the "penny press," the period of responsible journalism developing during the Civil War, the "yellow journalism" phase, and the trend toward interpretive reporting in the 1930's. Each of these raised issues regarding professional education requirements which would raise standards by inculcating ethical and moral standards or by providing a liberal substantive base necessary for interpretative reporting.

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[40] Ralph Casey, "What Lies Ahead in Education for Journalism," *Journalism Quarterly*, Vol. 21 (March, 1944), pp. 55-60.

[41] Herring Study Traces Growth of Journalism Instruction," *Journalism Quarterly*, Vol. 33 (Summer, 1956), pp. 362-363.

[42] Swindler, *op. cit.*

[43] I. W. Cole, "It's Still the Teaching That Counts," *The Quill*, Vol. 43 (October, 1955), p. 12.

The changing conception of a task may proceed out of enforced changes in the task itself. Thus the development of radio and television, the increase in trade, business, and technical publications, and the expansion of the fields of advertising and public relations required either an expansion of the conception of journalism or the acceptance of the existence of a number of different though related professions. The associated social concern over the potentialities for good or evil of the mass communication media led to a new conception of professional education for an expanded conception of journalism.

In the formative period of a professional educational program, it may be anticipated that the current professional thinking and needs will dominate the curriculum. In later periods the educational program and those directly involved in it may contribute to a changing conception of the profession. Thus the basing of journalism education on the social sciences or the more recent conception of communications as a new discipline closely interrelated with the developing conception of behavioral sciences has arisen largely on the university campus, but has contributed markedly to a new conception of the role and responsibilities of the journalist. Some consideration of these interrelated and interacting conceptions in the present day will round out the picture of the evolutionary development of journalism education.

JOURNALISM AS A PROFESSION

Myron Lieberman has listed the characteristics of a profession as follows:

1. a unique, definite, and essential social service.
2. an emphasis upon intellectual techniques in performing its service.
3. a long period of specialized training.
4. a broad range of autonomy for both the individual practitioners and for the occupational group as a whole.
5. an acceptance by the practitioners of broad personal responsibility for judgments made and acts performed within the scope of professional autonomy.
6. an emphasis upon the service to be rendered rather than the economic

gain to the practitioners, as the basis for the organization and performance of the social service delegated to the occupational group.

7. a comprehensive self-governing organization of practitioners.
8. a code of ethics which has been clarified and interpreted at ambiguous and doubtful points by concrete cases.[44]

Though individuals have discussed the extent to which journalism is a profession, none have used quite as extensive a list of criteria as the above. Blair Converse claimed that journalism qualifies as a profession on grounds corresponding to points 1, 2, and 6 of the preceding list, but argued also that its system of selecting and training is inadequate and that it lacks a universally accepted organization to determine and enforce ethical and professional standards.[45] Edward J. Drummond pointed out that neither strict vocationalism nor straight liberal arts can measure up to the standards of professionalization; there must be a true body of professional knowledge.[46] The body of professional knowledge demanded by Drummond is less clearly defined for journalism than for other professions such as medicine or law. The liberal arts hardly constitute professional knowledge, though such knowledge is essential to the practice of journalism. News, the events of the day, represent not a body of professional knowledge, but rather the raw data which the journalist must analyze, organize, and interpret utilizing his liberal background and his professional knowledge and skills. The necessary knowledge and skills, however, are not clearly defined, and it is not likely that they are identical for such diverse fields as reporting, advertising, and public relations. Qualification for practice is by no means insured by a long period of specialized training, nor can it be limited to those who have had such training.

It is unlikely that regulation by licensing will ever be possible in a nation in which any tendency toward control of the press is rejected. Self-regulation and adoption of a code of ethics is hindered by the lack of autonomy on the part of many journalists.

Considering, then, the status of journalism as a profession relative to the eight points above, a tentative and qualified statement would be that it reasonably well meets criteria 1, 2, 5, 6. Criteria 3 and 4 are perhaps less satisfactorily met. Criteria 7 and 8 appear to be even less well satisfied. Essentially this means, as the Commission on Freedom of the Press pointed out in 1947, that "the element of responsibility, which is of the essence of the organization of such professions as law and medicine, is missing in communications."[47]

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[44] Myron Lieberman, *Education as a Profession* (Englewood Cliffs, N.J.: Prentice-Hall, 1956), pp. 1-6.

[45] Blair Converse, "A Professional Status for Journalism," *Journalism Quarterly*, Vol. 15 (March, 1938), p. 45.

[46] Edward J. Drummond, "Professional Journalism Education and the University," *Journalism Quarterly*, Vol. 33 (Summer, 1956), p. 359.

Thus the decision as to the professional status of journalism depends much on the range of criteria applied. In the strict sense of a profession as exemplified by law and medicine, journalism does not qualify. Its rather generally accepted designation as a profession must be justified by some definition arising out of the unique nature of journalistic activity. Perhaps the most significant step will be for schools of journalism to develop ideals, attitudes, and standards which they inculcate in their students and which they apply in a continuing criticism of the profession at large.

PROLIFERATION OF SPECIALTIES

The role of the journalism schools in helping to define journalism as a profession has only begun to emerge. The early years were preoccupied with curriculum development, and particularly with a fight for achievement of respectability and acceptability on the part of both the university and the profession. The apparent necessity of broadening curricula to meet the needs of training for new media and the proliferation of other specialties in trade and business publications, magazines, public relations, technical communications, and advertising forced reexamination of the grounds on which these specialties should be developed. Successive surveys of radio education[48] and television education[49] indicated that educators accepted the view that curricula for these programs should differ from the now accepted journalism pattern only in specifics of tools and style.

In 1957 the Radio Television Council of the Association for Education in Journalism recommended standards for radio–television education which sketched a broad liberal arts background and urged "that this background of general education contributes the major portion" of the program. Advertising has gradually shifted from its role as a subsidiary of news editorial writing to a sequence closely related to programs in business or commerce. C. H. Sandage points out that this does not necessariiy mean diminution of the emphasis on the liberal arts provided that the emphasis is placed on the "why" of advertising rather than on creative advertising involving drill in layout and design.[50] Similarly, Scott Cutlip insists on the necessity of a "substantive knowledge of the field in which he works" for the public relations specialist.[51]

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[47] The Commission on Freedom of the Press, *op. cit.*, p. 77.

[48] "Education for Radio—Its Extent and Objectives," *Journalism Quarterly*, Vol. 19 (December, 1942), pp. 375-387.

[49] Mitchell V. Charnley, "Requirements for a Basic Course in Television News," *Journalism Quarterly*, Vol. 29 (Summer, 1952), 331-332.

These views are probably characteristic of the forefront of thinking about these programs, but they are by no means reflected in all existing programs. Yet, in the main, these new functions and associated curricula have not materially affected the liberal arts background generally required of the student. The major change has been in substituting a new set of professional courses more intimately related to the function or medium for a set having a different emphasis.

There is one other type of journalism program which raises still other problems about the liberal education context. These programs involve sequences in a subject matter or special field such as agriculture, science, business, and home economics. It is impossible to combine such a technical field with a liberal education and professional study in journalism and do all three well in the usual span of four years.

TOWARD STANDARDS

One of the marks of professionalization is the development of a set of standards and a program of accreditation of professional education programs. These developments are ordinarily associated with the growth of professional organizations. The first such organization in journalism education, now called the Association for Education in Journalism, was founded in 1912 as the American Association of Teachers of Journalism. This group, composed of individual journalism teachers, appears to have had little direct effect on standards for professional programs.

The American Association of Schools and Departments of Journalism, founded in 1917, includes as members only those schools offering accredited professional programs. This organization prepared the first set of standards as a list of rules for membership. The standards omitted any reference to liberal education.[52] A later and more elaborate set of standards in 1924 recognized the essential nature of liberal education.[53] The American Society of Journalism School Administrators, founded in 1945 largely as a result of disagreement over accrediting procedures, is composed largely of smaller units, most of which do not appear on the accredited list.

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[50] C. H. Sandage, "A Philosophy of Advertising Education," *Journalism Quarterly*, Vol. 32 (Spring, 1955), pp. 209-211.

[51] Scott M. Cutlip, "The University's Role in Public Relations Education," *Journalism Quarterly*, Vol. 34 (Spring, 1957), p. 70.

[52] Sutton, *op. cit.*, p. 27.

[53] "Principles and Standards of Education for Journalism," *Journalism Bulletin*, Vol. 1 (January, 1925), pp. 30-31.

The American Council on Education for Journalism, a product of increasing accord among the earlier named groups and professional groups, has become the chief accrediting agency. For some years accreditation was implied for any school meeting the standards for admission to AASDJ. Formal accrediting began in 1945, and by 1951, 39 institutions offering 106 sequences had been accredited. Following a nationwide moratorium and a brief period in which the National Commission on Accrediting recognized ASJSA as the official agency, ACEJ resumed accrediting in 1953. On July 1, 1958, 46 schools and 109 sequences of instruction were accredited. ACEJ emphasizes a strong commitment to the liberal arts and has endorsed, although it does not rigidly enforce, the ratio of 25 per cent journalism and 75 per cent liberal arts as an accrediting criterion.

RAPPORT WITH THE PROFESSIONS

The liberal-vocational education issue has been a continuing source of difficulty in developing complete unanimity in thinking between journalism educators and the profession. Earlier the condemnation of the vocational emphasis of the schools by the American Society of Newspaper Editors was noted.[54] Only a year later, in 1937, the same group in a resolution took the schools to task for refusing to meet the requirements and demands of the press.[55] As Arthur T. Robb clearly pointed out, a sizeable group of publishers, particularly of the smaller dailies, have insisted on a vocational emphasis.[56] Editors and educators concerned with the preparation of higher level staff members do not share the vocational emphasis and are more impressed with the significance and prestige of a liberal education.

Under the auspices of the American Council on Education for Journalism, which has been vitally concerned with the coordination of journalism education and the needs of the profession, relations have continually improved. Much of the credit for this improvement must, of course, be credited to the cooperation of other journalism groups and, particularly, to the individual schools.

[54] Armstead, *op. cit.*

[55] "Report Sees Antagonism Growing Between Schools, Newspapers," *Editor and Publisher*, Vol. 63 (April 25, 1931), p. 72.

[56] Arthur T. Robb, "Education for Journalism—One of Its Problems," *Journalism Quarterly*, Vol. 18 (March, 1941), pp. 33-39.

CHANGING VIEWS OF JOURNALISM EDUCATION

The earliest phases of journalism education were heavily vocational, although the emphasis varied greatly among the schools. This was followed by a period of attention to the liberal arts, with perhaps some leaning toward the social sciences but with no clear basis for this preference other than utility. The tendency was to rely on the efficacy of liberal arts offerings in providing a liberal education. A gradual disenchantment with the increasing specialization of these offerings culminated in widespread acceptance of the views of Ralph D. Casey[57] that journalism should be considered an applied social science. This view in turn led in some schools to greater concentration of the work of journalism students in the social sciences, to a demand for integration of social science and journalism, and to the development of journalism courses which were in themselves distinctly social science in character.

The concept of mass communications, noted by Herring as being increasingly developed during the period 1940-51,[58] further affected the nature and content of journalism by injecting more principle and theory and implying a concept of journalism as evolving into a behavioral science. By identifying as a focus of concern the process of communication basic to all of the specialties subsumed under or associated with journalism, a logical basis for the continuing association of what were threatening to become diverse fields, unrelated except by common emphasis on the liberal arts, has been found. Perhaps even more important, the concept of mass communication opens the way to study of new ways of relating or integrating elements from traditional disciplines in connection with the problem of communication. Finally, the communication process and its effects on the views and behavior of people becomes a new and, for the present and future eras, especially significant area of research. There is some basis in this development for the optimistic and perhaps premature claim of Norval Neil Luxon that

> Professional education for journalism has come of age. It has passed the test of time and no longer is concerned chiefly with techniques and tools of an art or craft. It has joined the social and behavioral sciences in a broad study of communications in modern society, and in so doing it simultaneously is providing better training for tomorrow's editors and publishers.[59]

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[57] Casey, *op. cit.*

[58] "Herring Study Traces Growth of Journalism Instruction," *op. cit.*

[59] Norval Neil Luxon, "Education for Journalism," in Lloyd E. Blauch (ed.), *Education for the Professions,* (Washington, D.C.: U.S. Government Printing Office, 1955), p. 106.

Certainly the variation among schools in this, as in all other respects, is marked.

The mass communications concept is by no means universally utilized. Specialized sequences are not quickly modified or scrapped even in the presence of a new and powerful integrative concept; for the full significance of that concept is usually not quickly recognized by those trained in an earlier conception. Moreover, vested interests and prerogatives are not readily given up. There is, however, still another issue involved. The mass communication concept, at least at the present stage, requires a level of education and maturity which is hardly attained by the student until he has completed three, four, or even more years of schooling. The old issue of whether journalism education should be at the graduate level rises again. This issue is one of long standing. Eric W. Allen raised it in 1927 and suggested a five-year program with a capstone of integrating courses.[60] The 1930 statement of the American Society of Newspaper Editors urged that journalism courses be "added after the youth has completed a basically liberal education for at least the usual four years in the best of the academic schools."[61]

Though many journalism schools offer programs at the Master's level, there has been no discernible trend to place all of professional journalism education at the graduate level. One type of Master's degree program, for individuals lacking undergraduate journalism training, provides intensive training in journalism and some advanced study of general nature. The second type, provided for those with an undergraduate degree in journalism, involves further study of communications and journalism and some study in interdisciplinary subjects. Both types of program may be offered in the same school.

Northwestern University has a five-year curriculum which concentrates professional training in the fourth and fifth years and grants the degree, Master of Science in Journalism, at the end of the fifth year. The Bachelor's degree is awarded at the end of the fourth year, however, so students may discontinue at that point. Columbia University and the University of California at Los Angeles accept only candidates who have a Bachelor's degree. One year of training leads to the Master's degree. These programs, of course, represent only a few of the many existing practices.

Wilbur Schramm, a pioneer in the field of mass communication research and a leader among those who conceive of journalism as a beha-

[60] Eric W. Allen, "Journalism as Applied Social Science," *Journalism Bulletin*, Vol. 4 (March, 1927), pp. 1-7.

[61] Armstead, *op. cit.*, p. 147.

vioral science, predicted in 1947 that the truly professional school of the future will be a graduate school. Certainly the communications conception, as already noted, lends itself to the development of graduate study, even of doctoral level programs. Perhaps the chief difficulties in the way of the general acceptance of the graduate program in lieu of the undergraduate are found in the nature of the field. Salaries have not been such as to encourage extensive graduate study. A second factor is that journalism has not yet clearly become a profession, though the mass communications idea may eventually bring this about. Graduate study based on this conception may, however, be more productive in developing the critical function of study and research of journalism than in developing practicing journalists. If so, it may be less influential in modifying the four-year program than might be expected. It is clear, however, that the journalism school of the future will have a gradually expanding graduate program at the Master's and in some places at the doctoral level. Academic–professional centers for advanced study, research, and publication in communications already exist in such institutions as Illinois, Indiana, Iowa, Michigan State, Minnesota, Missouri, Northwestern, Stanford, Washington, and Wisconsin, and possibly elsewhere.

Journalism education has been dynamic throughout its relatively brief span. It continues so in its constant seeking for a sounder relation to the liberal arts, for a body of knowledge and research procedures appropriate to and necessary for attainment of a full professional status analogous to, though perhaps somewhat different from, that of other professional fields. The fulfillment of this search depends greatly on success in finding a synthesis of the liberal and professional uniquely adapted to journalism.

Chapter 3

THE LIBERAL CONTENT OF JOURNALISM EDUCATION

IT HAS BEEN OFTEN REMARKED THAT LIBERAL ARTS COLLEGES PRIDE themselves on their individuality. Although the accreditation activities of professional groups enforce upon the professional schools conformity to Broad—and occasionally to highly specific—requirements, variation is still so marked that pride in individuality ranks at least equal with the satisfaction engendered by conformity with accrediting regulations. In the preceding chapter, the accreditation policies of the American Council on Education for Journalism were remarked upon as emphasizing an ideal ratio of 75 per cent liberal education to 25 per cent journalism. This generous proportion of liberal arts allows for rather greater variation among journalism curricula than among other professional curricula, in which the professional requirements often are assigned the major proportion of the student's time. Journalism schools have an unusual opportunity to develop individuality in the nature, proportion, and blending of the liberal and professional contents of their programs.

The concern of this and following chapters is not with individual schools but with the identification of practices and of problems, and with such an analysis of these as may bring out the relative significance of various factors and procedures in achieving a successful balance and blending of liberal and professional education. As a background for this task the following activities were undertaken: (1) The reading of a number of articles and works on journalism education. (2) Visits to six journalism programs,* including interviews with journalism faculty, liberal arts faculty, administrative officers, student personnel workers, and students. The two- or three-day visits were preceded by extensive catalog study, and preceded or followed by the analysis of a number of student transcripts. (3) Catalog study and transcript analysis for six additional colleges which it was not possible to visit.

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* One of the schools was visited by Earl J. McGrath, who provided notes and observations for use by the writer.

Although this report is inevitably heavily tinted by the observations and interviews at the colleges or schools visited, the intent is certainly not to evaluate these programs. Accordingly, except in the case of factual, informative items, names of schools are avoided. Of the six journalism programs visited, one is a department of technical journalism in the arts and science school in a state college, three are schools in the arts and science college of a state university, one is a school in a college of business administration, and the remaining one is an independent school in a private university.

In this chapter the provisions for and the nature of the liberal arts content of journalism programs will be examined. This is not a simple task, for liberal education is a composite of many factors. Perhaps most apparent but also most illusory are the stated requirements of universities, colleges, schools, departments, and particular curricula. The availability of electives and the manner in which these are used constitute a second factor. Professional courses may assume a liberal character and the extraclass experiences of students may make a contribution to liberal education. It is with these factors, with their operation and interaction, and with critical elements which render them successful or unsuccessful that we shall be concerned in this chapter.

LIBERAL ARTS REQUIREMENTS

Liberal arts requirements may be imposed on a particular curriculum by the faculty directly responsible for that curriculum or by the faculty of a more comprehensive academic unit which includes that curriculum. Thus a department, in planning one or more curricula for its majors, must ordinarily plan in relation to the requirements imposed by the division, school, college, or university. The department may impose additional requirements on its majors, and it may further interpret requirements imposed upon them by the other units.

UNIVERSITY REQUIREMENTS

The requirements imposed by a university on *all* undergraduate degrees are not usually very restrictive, although there are exceptions. At Michigan State University the Basic College core program of 45 hours is a requirement for *all* undergraduates. This is something less than 25 per cent of the 192 hours required for a degree in most curricula. The University of Florida has a similar requirement. Kansas State College, with a 120-credit degree requirement, specifies not less than six hours in each of six fields. Northwestern University requires some general education in all fields but the requirement is not uniform for all colleges. Freshman composition is required of all curricula in many universities and United States history or political science may be required or even imposed by law on the university. Physical education, with or without credit, and military science (when required) are usually stated as all-university requirements.

Nevertheless, all-university requirements usually have but minor effect on the liberal education content of curricula. Even the all-university review of college curriculum proposals is commonly perfunctory, and one university official reported that it was not even possible to gain acceptance for the idea of an all-university curriculum committee. This failure of universities to define a position on liberal education for all students is not difficult to understand. Specialization has given rise to many curricula varying greatly in hours of professional or technical work required. Faculty actions on courses and curricula are on a "You scratch my back and I'll scratch yours" basis. Any common requirement at the university level is likely to be limited to little more than freshman English and physical education. A carefully devised minimal requirement based on the residual flexibility of the most rigid professional program offered is difficult to define and likely to gain acceptance only when pushed by a persuasive and/or authoritarian president. Journalism, of course, has a degree of flexibility such that even the heaviest university requirement noted above would in no way impede the meeting of professional requirements.

LIBERAL ARTS AND SCIENCE COLLEGE REQUIREMENTS

Of the recognized journalism curricula, approximately 75 per cent are offered by departments or schools affiliated with a liberal arts college. Perhaps 15–20 per cent are in independent schools or colleges in a university. These unofficial figures, quoted by a journalism educator of extensive experience, depend upon how certain programs are classified. For example, is a college of communication arts to be regarded as an independent college of journalism or is journalism to be regarded as a department or school in that college? In some universities a school, though not actually independent, is semi-autonomous. A few journalism programs, perhaps 7 per cent of the total, are affiliated with colleges of business or commerce. Journalism programs of various patterns are also associated with schools or colleges of agriculture and home economics.

Some form of group requirement seems to be the commonly accepted pattern for prescribing breadth in the liberal arts experiences. One college of arts and sciences specifies three groups, humanities, social sciences, and science, and requires that 30 quarter hours be taken in the two groups other than that which includes the major. In another college, about 60 semester hours distributed over liberal arts departments are required for the B.S. and about 75 for the A.B. The difference lies primarily in the foreign language requirement for the A.B.

Schools of journalism associated with other colleges, if one may judge from the instances examined, readily assimilate the college and the university requirements, with the possible exception of foreign language. Among the faculty members interviewed, there was no tendency to discredit foreign language proficiency, but there was an often-expressed doubt that the usual two-years-or-equivalent requirement developed sufficient proficiency to be worth the sacrifice of study in the social sciences and humanities. Further evidence on the foreign language requirement is provided in a recent study by A. E. Higginbotham,[1] who surveyed 109 institutions on the *Editor and Publisher* list and received replies from 89 or 80 per cent of them. The substance of his findings is as follows: (1) when journalism is in a liberal arts college and when the B.A. degree is offered for the journalism major, foreign language study is almost always required; (2) when journalism is in a liberal arts college *but* when the B.S. degree is offered for the journalism major, foreign languages still are usually required; (3) when journalism is offered in other than a liberal arts college or where journalism is a separate school or college and when the B.S. is the appropriate degree, there is more likelihood that foreign language study will not be required. Although the place of foreign language in undergraduate curricula is in one of its recurrent states of flux, the indication is clear that affiliation of journalism with a liberal arts college tends to be accompanied by a foreign language requirement. However, the amount of foreign language required varies greatly, and the requirement is often related to previous study of foreign language in secondary school.

LIBERAL ARTS REQUIREMENTS OF THE PROFESSIONAL SCHOOL

The liberal arts requirements imposed directly by the journalism faculty would seem to be the most revealing index of the value and interpretation placed on this aspect of the program. In fact, however, the liberal arts requirements are, in the case of the affiliated school or department, superimposed upon or interwoven with the externally imposed requirements in such manner as to be difficult to separate. Only in the independent school or college can the will of the journalism faculty be directly read from liberal arts requirements unless, of course, one is ready to assume that the school of journalism faculty wholeheartedly endorses every detail of the liberal arts requirements of the college which imposes them. School requirements vary somewhat with the various professional sequences offered, so that no single over-all figure can be quoted as to the amount or percentage of liberal arts found in a particular school. Table 1 shows the ranges of percentages in five schools of journalism which result from setting sufficiently wide intervals to take this sequence variation into account. The range for professional requirements indicates the smallest percentage and the largest percentage of journalism courses *required* in the different sequences available in the school. The range of percentages for liberal arts requirements represents variations resulting from differences in sequence requirements, from differences in requirements in B.A. and B.S. degrees, and from differences in requirements based on previous study in secondary school. Basic military science and physical education requirements, which are ignored in this table, would make a difference of, at most, 1 or 2 per cent in the electives column. The percentages indicated for electives show hours of *free* electives in the various sequences.

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[1] A. E. Higginbotham, "Foreign Languages in Education for Journalism," *The Journalism Educator*, Vol. 14 (January, 1959), pp. 2-6 and 31.

TABLE 1. PERCENTAGE OF DEGREE CREDIT REQUIREMENTS IN FIVE JOURNALISM SCHOOLS ALLOTTED TO VARIOUS CATEGORIES

INSTITUTION	PROFESSIONAL REQUIREMENTS	LIBERAL ARTS REQUIREMENTS	ELECTIVES	MAXIMUM PERMITTED IN PROFESSIONAL COURSES
A	23-24%	53-62%	10-19%	None stated
B	25-27%	60-62%	9-16%	None stated
C	26-32%	44-51%	14-19%	None stated
D	26-29%	34%	37-39%	39%
E	24-30%	48-72%	4-27%	35%

Obviously, schools vary greatly in liberal arts requirements, and in all cases the use of electives is a vital consideration in determining the actual extent of the student's contact with the liberal arts. A determinant of this use is the existence of a ceiling on professional courses which may be offered for the degree. This maximum percentage is shown in the last column of Table 1. In two schools the students are permitted to take up to 39 per cent and 35 per cent, respectively, of their credits in the school. In the remaining three no upper limit is stated. Although it is not to be assumed that advisers would permit a student to take all electives in professional study, it becomes evident from the table that simple adherence to the letter of the regulations would make it possible for students in the five institutions noted to take, respectively, 43, 43, 51, 39, and 35 per cent of their degree requirements in journalism.

PRACTICES AS REVEALED BY TRANSCRIPTS

Table 1 emphasizes the variation in views concerning the relative proportion of professional and liberal education, but the actual practice reveals even greater discrepancy. The effect of regulations regarding relative weighting in hours of liberal arts and professional education is to be found by examination of transcripts. For this purpose, five or more transcripts of 1958 graduates were requested from each of the institutions visited and a 10 per cent sample of transcripts was solicited from six other institutions. These transcripts do not adequately represent all journalism majors, but some conclusions may be drawn from them. The institutions visited will be discussed in the order given in Table 1, which indicated the percentage of degree credit requirements allotted to the various categories.

Institution A, according to catalog and other statements, allotted 23 to 24 per cent of the total credit to professional requirements. For five persons completing the degree in journalism in 1957, the percentages actually calculated from their transcripts ran as follows: 26, 27, 31, 32, 36. However, it should be pointed out that these students completed their programs under an older catalog which permitted the student much greater leeway in taking professional work. The faculty anticipates that the new program will insure that students will not take more than 25 per cent of their work in journalism.

Institution B of the table indicated that 25 to 27 per cent of the degree requirements should be in journalism. Calculation from the five transcripts yielded the following percentages: 27, 31, 32, 33, 34. These percentages include six quarter hours involving an introduction to journalism course and a journalism writing practice course which the school does not regard as journalism credit. The acceptance of this view would require a reduction of about 3 per cent from the indicated percentages, so that they would still range from 24 to 31 per cent in contrast with the expected 25 to 27 per cent range.

For Institution C, with a 26 to 32 per cent professional requirement, six transcripts were furnished. For four of these, in the news editorial field, the percentages of professional work were, respectively: 24, 23, 24, 26. A transcript of a radio–televison major showed 31 per cent, and that of a major in advertising management showed 35 per cent.

For Institution D, with a 26 to 29 per cent requirement and a specified maximum of 39 per cent, 11 transcripts were analyzed. For two of these the percentages were 21 and 29 respectively, but both students had acquired credits well in excess of the 180 required for graduation. The percentages of professional work found for five majors in the news writing and editorial sequence were: 29, 37, 38, 41, 43. For four students specializing in the radio–television sequence, the percentages of hours in professional work were: 36, 39, 42, 43, not including the essentially professional work taken in speech courses. For these four students, the speech credits varied from 3 to 17 hours. Counting these, the extreme case found is that of an individual who completed 60 per cent of his work in professional courses. In addition, 19 per cent of his work was taken in physical education and military science, leaving a mere 20 per cent of his course work in the liberal arts field. Perhaps the closest approach to the ideal is exhibited by the five transcripts for Institution E, with a 24 to 30 per cent requirement, which yielded the percentages: 25, 25, 25, 30, 31.

Summarizing for the five institutions that have been reported in detail in the preceding paragraphs, a total of 32 transcripts yielded a median percentage of 31 and a mean of 31.4. Inclusion of the speech credits in the case of School D would not affect this median, since the four persons involved were already above that point. In the case of six persons (20 per cent of our small sample) the percentage of professional work, including speech credits, is above 40, rising to the high of 60 per cent noted for the one case. Only seven students had 25 per cent or less of their work in professional courses. From this sample, one would hypothesize that less than 25 per cent of the journalism graduates have complied with the recommendation that only 25 per cent of their work be in journalism.

As a verification of some of the findings on this point, catalogs and transcripts were sought from six other institutions. For four of these, the mean percentage of professional work varied from 26 to 30, with the corresponding percentage of liberal arts work running 68 to 71. A fifth school submitted two transcripts with the unusually low figure of 21 and 22 per cent of professional course credits.

Seventeen transcripts were obtained from one school which gives special attention to public relations but includes majors in journalism and communication arts. This particular school accepts students at the junior level and provides practically all of the course work for the last two years. It is difficult to assess the over-all professional and liberal education loading in this school because some of the courses offered are, by title and description, liberal arts courses, although taught by the professional faculty. Making the attempt to identify and classify such courses as liberal arts, the analysis of these transcripts still indicates an unusually heavy loading of professional work in this particular institution. The smallest percentage of professional course work found in the 17 transcripts was 35 and the largest was somewhat over 50.

It is apparent that the professional courses in journalism have impinged upon the liberal education component. Liberal arts requirements and electives are not sufficiently clearly defined or attractively presented to prevent students from selections which expand their professional studies beyond catalog recommendations and even, in some cases, beyond prescribed maxima.

PRINCIPLES INVOLVED IN LIBERAL ARTS REQUIREMENTS

Liberal education is commonly viewed as having a component of breadth—interpreted as contact with the three or four majors areas of knowledge—and a component of depth—interpreted as a concentration or major in a single discipline. Strict application of this view, coupled with insistence that the major must be in a discipline accepted as one of the liberal arts, would make it difficult to combine the study of journalism with a liberal education. There are several ways to resolve this difficulty:

1. Journalism may itself be regarded as one of the liberal arts. This view seemed to be accepted by many members of journalism faculties and by some social science and science faculty members of the arts and science colleges. Persons affiliated with the humanities (literature, philosophy, and languages) were less inclined to accept it.
2. The depth component of the liberal arts may be viewed as a modern-day specialist development in contrast with an earlier conception of a liberally educated man as being almost equally conversant with all knowledge. Liberal education can then be best achieved by requiring some contact with each of the major fields of social science, science, and humanities, and with as many as possible of the specialized disciplines subsumed under each of these.
3. Journalism may be viewed as a social or behavioral science which can be so related to extensive study in social science disciplines as to constitute both a liberal and an applied educational experience in depth.
4. Educational experiences both in breadth and in depth may be provided in the liberal arts in addition to professional study in journalism, but with the depth experience somewhat reduced as compared with that of a liberal arts major.

These conceptions of the relationship of journalism to liberal education are not mutually exclusive, and it is doubtful that any one conception would be unanimously accepted at any of the schools visited. Nevertheless, in one of the institutions visited, journalism seemed to have become established as a liberal arts department offering a major as acceptable as that in other departments.

In a second university, journalism, though a part of the arts college, hardly seems to have achieved such full acceptance as a liberal arts discipline. Here, the distribution requirements of the arts and science college are augmented by a 25 quarter hour requirement in introductory courses in *related* fields distributed over five different fields, and a further requirement of three advanced courses in two of the *related* fields already chosen. The conception seems to be largely the second noted above—that is, the equating of liberal education to breadth of experience in the several liberal arts, with journalism being an applied field requiring a background in the liberal arts.

The third conception—that of journalism as a social or behavioral science building onto and interrelating study in the social sciences—seemed to have achieved acceptance in three schools. One of these is an independent school and two are affiliated with the arts and science college. In such programs, a sizeable block of hours (45 semester hours in one case) is required in the social sciences. The intent clearly is that the student take some advanced courses. The Medill School of Journalism at Northwestern enforces this by a system of *fields of concentration* and *related fields* requirements. In addition to 45 quarter hours in introductory social science courses, the student must take 24–27 hours in a field of concentration which need not be but usually is a social science* and 20 quarter hours in two related fields. Here, *related* seems to have a double meaning. The related fields may be social sciences (one of them must be) related to the field of concentration and presumably also to journalism; or one of the related fields may be made up of 10–12 hours in a journalism area outside the student's chosen sequence. This last possibility (eliminated by the footnoted revision) tends to encourage students to expand their journalism credits. Otherwise, the intent of these provisions is clearly that of developing a concentration in a discipline somewhat analogous to, although not as extensive as, the usual major. However, it should be noted that the 24–27 hour requirement is in addition to the one, two, or three courses which are part of the general requirements. The University of Georgia School of Journalism, according to the catalog, specifies 25 hours of a 195 hour degree requirement for a "supplementary major" in the liberal arts. In these various examples are found attempts to provide for breadth through contact with the several major disciplines of the liberal arts, accompanied by a depth experience by prescription of concentration. Another school goes even farther in concern about depth by suggesting that "by proper selection of courses students may undertake the equivalent of a major. . . ."

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* Natural science, English, and home economics are also accepted. These requirements were changed by faculty action on February 28, 1959 to require completion of two liberal arts majors of 24 hours each or, if recommended by adviser, one major and two minors (10–14 hours each, totaling 24 hours). One of these majors must be in a social science. Advertising majors may take one of the minors in another professional school.

Without such specification and encouragement, liberal arts requirements may be almost entirely met in taking introductory courses in the many liberal arts departments. That this can and does happen was documented by the examination of transcripts in a school wherein no provision has been stated on this point. Though the journalism faculty members interviewed at this institution indicated concern about this possibility of superficial acquaintance with many disciplines, they had not yet developed means to combat it. One fear voiced by them, occasionally mentioned elsewhere, was that journalism students enrolling in junior and senior level liberal arts courses were under some handicap because their previous contact with the field was usually less than that of the liberal arts students with whom they must compete.

GENERAL EDUCATION, SPECIAL COURSES AND SECTIONS

In four of the universities visited, the colleges of arts and sciences have developed a number of interdisciplinary general education courses. Although criticism of the specialized approach to introductory departmental courses offered by the liberal arts was frequently noted on the part of journalism faculties, enthusiasm for the general education approach was not apparent. In two of the universities, most of the journalism faculty interviewed disclaimed knowledge of the existence of such courses, and those who knew of them indicated that they felt journalism students should avoid such "watered down" versions of the liberal arts. In rendering this judgment, they seemed to have accepted the evaluation of liberal arts associates antagonistic to general education. In another school, a recent action permitting substitutes for general education courses was greeted by some of the journalism staff as a real aid to improving the liberal arts experience of the students. In the remaining school of the four, general education offerings were regarded with some favor.

A few individuals, uninformed or antagonistic toward general education offerings, seemed to regard these essentially as special sections or special courses for journalism students. Such special sections or courses adapted to the needs of journalism students are presently in disrepute, if the universally negative reaction of those journalism professors interviewed is at all representative. In one school where, until relatively recently, a few special liberal arts courses for journalism students had been provided, the decision of the journalism faculty to abandon such courses was greeted with some dismay by the liberal arts departments concerned and, in one case, according to several interviewees, actual enmity was engendered by the change. Otherwise, the faculty members interviewed, both journalistic and liberal arts, favored use for journalism students of the usual departmental offerings available to all students.

THE USE OF ELECTIVES

The data of Table 1 have already pointed to the significance of electives in the total educational experience of journalism students. For the five institutions providing the data of Table 1, the electives varied in percentage of total requirements from a low of 4 per cent to a high of 39 per cent. In this computation, "electives" in journalism offerings which served only to make up a required minimum in professional courses were not included. Similarly, restricted liberal arts electives which must be chosen to fill out a requirement, whether of the college of arts and science or of the school itself, were included in the liberal arts requirements. The electives noted in the table, then, may be regarded as "free" electives. Of the five schools in the table, Institution B, with an allowance of 9 to 16 per cent electives, is the only independent unit. In the other schools, the extent of the electives available is directly related to the requirements of the college of arts and science with which the school of journalism is affiliated. The college requirements in Institution D are very low and, even though the school of journalism imposes a few additional requirements, the remaining electives are unusually extensive. Although unrestricted electives are highly desirable in providing for individual interests of students, poor advising or lack of it, combined with the lack of a stated maximum number of credits permitted in professional courses, can readily lead to abuse, electives being used to build up professional credits far beyond that considered desirable by leaders in journalism education. Indeed, electives restricted to the liberal arts may be used to accumulate professional credits when it happens that courses offered elsewhere as journalism are given in liberal arts departments. For example, courses in advertising may appear in economics or in business; courses in radio and television are commonly found in departments of speech; and a course in psychology of advertising may appear in the psychology department. By electing such courses to fulfill liberal arts requirements, the journalism student may markedly increase his professional course load without violating any stated curriculum principle. That such practices are found is indicated by the analysis of transcripts reported earlier in this chapter.

Still another factor operative in reducing liberal arts and elective credits is the physical education and military science requirement. The most serious restriction of the liberal arts electives results when a male student takes advanced military, which typically involves 12 semester hours or 18 quarter hours. The total of credit, where credit is given in physical education and basic military science and is added to the credit in advanced military science, may amount to 20 semester hours or 30 quarter hours, thereby reaching approximately 15 per cent of the total degree requirement, and materially reducing the liberal arts credits. This situation, of course, applies to liberal arts majors as well as to professional majors, but becomes increasingly serious with the less flexible programs. However, none of the journalism faculty members interviewed expressed any concern about this problem. Perhaps journalism students are disinclined to take advanced military science; only a few cases were found in the transcripts examined.

Choice of elective courses is based on a number of considerations. In one school both students and faculty responded to questions regarding choice of electives (free or restricted) by mentioning the names of two or three outstanding professors. In two or three schools the responses emphasized political science and history, but with occasional reference to courses in literature, philosophy, and psychology. Courses such as those in foreign relations and labor relations, which are oriented to major issues or problems of the day, are naturally very popular with journalism students. However, one or more students or faculty members referred to outstanding courses in *Logic, African Culture, History of Science, Intellectual History of American Thought and Culture, Shakespeare, Art Appreciation, Anthropology,* and *French.*

There were essentially six distinctive reasons given for selections of liberal arts courses when an element of choice lay with the student: (1) Relationship to problems about which a journalist must write, exemplified by courses in labor relations and local government. (2) Relationship to skills or techniques needed by the journalist, exemplified by speech courses dealing with radio and television, psychology of advertising, and the like. (3) Interest in the content of the course—a factor operative individually and applicable to almost any course. This was particularly noted for such courses as music, art appreciation, and literature. (4) Caliber of instruction. On one campus particularly, but to some extent on all, a few persons were identified as outstanding teachers who made any course they happened to teach a worth-while experience. (5) Desire to build up the equivalent of a second major in a liberal arts area. In two schools the director indicated that this was a major principle suggested to counteract unwise choices and to provide some experience in depth in a single discipline. (6) Proximity to journalism building and convenience of hour. At one school several students argued that one could never be sure who would teach a course and, since most liberal arts classes were too large to be beneficial anyway, the smart thing to do was to choose a class scheduled at the most convenient time and place.

Perhaps the most disappointing factor in the responses dealing with elective courses is the lack of any evidence that journalism faculty members, in their role as advisers, consciously put forth principles and encourage careful planning of the entire program in this regard. The importance of this deficiency is emphasized when it is realized that a large percentage of the required liberal arts credits may be restricted only as to general field, thereby permitting the student a wide latitude in choice of a specific course. One school in a recent curriculum proposal emphasizes this in the following words:

> The Committee, in moving in the direction of a more liberal and less structured program, does so on the assumption that the present advisory program in the School will be continued. Under this system, which separates the mechanics of registration from the more important problem of giving individual attention to the particular educational needs of each student, we are in excellent position to tailor programs on an individual basis.

LIBERAL ELEMENTS IN PROFESSIONAL COURSES

It is not possible to fairly assess the liberal content of a journalism education program without giving some consideration to the extent to which the elements of liberal education are to be found in the professional courses themselves. As has been noted in Chapter 2, the early ventures into journalism education placed a great deal of emphasis on courses in techniques. While such courses are still found in varying proportions in the offerings of various schools of journalism,* in practically every school at the present time a number of courses can be found which make a significant contribution to the liberal education of the student.

JOURNALISM COURSES WHICH CONTRIBUTE TO LIBERAL EDUCATION

A number of examples of such courses and the rationale for regarding them as significant contributors to the liberal education of journalism students will help to make the point for those not already acquainted with such offerings. One such course is that dealing with *The Law of the Press*. While variously titled, such a course typically deals with the freedom, rights, and duties of the press, with the problems of libel and slander, with copyrights, with privileged news, and with constitutional guarantees. The intimate role of the press in a free society and its close interrelationship with historical development of that society makes it possible in such a course to correlate materials from a variety of liberal arts disciplines and to deal with many of the values basic to our society. Typically, those professors who teach such a course insist that a strong background in history, economics, and political science is necessary for such a course. In the schools visited, this course was often given by a person with a law degree and a background of legal experience in the field.

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* In one of the schools visited, about 150 of approximately 220 credit hours offered appear to be "techniques"-oriented.

A second course, often regarded by the journalism faculty as being primarily liberal in its approach, is *History of Journalism.* Although Chapter 2 of this book has dealt primarily with the history of journalism education, there are, at various points in it, ideas suggestive of the changing nature of journalism and its role at various stages in the development of our nation. Two questions from a final examination will give some idea of the emphasis in at least one such course:

1. The practice of objectivity in the news, that is, unbiased reporting, is largely but not entirely a twentieth century phenomenon. Cite publications and newsmen that employed it during the eighteenth and early nineteenth centuries, describing briefly their work.
2. In which do you think the American press was more effective: (a) helping in the adoption of the constitution, or (b) helping in the demise of the alien and sedition acts? Why?

A course such as *The Press and Society,* which deals with the role of the press in influencing public opinion, the freedom of the press, propaganda, and the increasing significance of mass communications, to mention only a few of the possible topics in such a course, likewise brings together information from a variety of fields, organizes it in somewhat different ways and, in turn, gives added meaning to it. One teacher of a course by this title characterized it as primarily a philosophy course.

Among other courses noted in several schools of journalism which draw heavily upon liberal arts background and emphasize increasing skills in organizing facts, ideas, and concepts from a number of different fields in new and meaningful ways in dealing with issues of the present day are: *International News Communications, The Foreign Press,* and *Interpretation of Contemporary Affairs.* Another approach with overtones of liberal education is found in courses which emphasize the developing theory of communications. The titles of such courses as offered at the University of Wisconsin are: *Communication Media Analysis, Theory of Mass Communications, Communication Research Design.* Such courses bring together a body of materials from such diverse fields as statistics, psychology, economics, and sociology, organizing it in reference to the need for understanding and research in the field of communications, and adding rapidly to it a body of content growing out of the analysis and the research being carried on in this developing field.

In some cases courses offered in schools of journalism are very nearly the equivalent of courses offered in the college of arts and sciences. In one school, for example, there is a course in short story writing, taught by a Ph.D. in English, who is on the journalism staff. A corresponding course is offered in the department of English, the major difference being that the course offered in journalism gives more attention to the problem of salability of the product than does the course in English. As one might expect in these circumstances, there are two points of view about the desirability and necessity of these parallel offerings. A course in journalistic writing offered in this same institution is regarded by the journalism staff as the equivalent of an advanced course in composition. Student comments on the course, while generally favorable, bear out the staff point of view that the course has little directly to do with journalism.

Whatever the title or the description of a course, much of the liberal element in the course depends upon the impact of a liberally educated faculty. The schools visited varied a great deal in this matter, as the attitudes to be discussed in Chapter 4 will show. Most of the journalism faculty members interviewed had not acquired the doctorate, although the younger individuals apparently hope to do so. Most of those holding the doctorate obtained it in a field other than journalism or communications. On the various campuses visited, degrees in political science, history, economics, and English were noted. Several of the directors expressed doubts about the doctorate in journalism or communications, because they felt that the school of journalism needed the breadth which could be attained only by bringing to the faculty individuals with diverse backgrounds in a number of different content fields.

HOW JOURNALISM COURSES CONTRIBUTE TO LIBERAL EDUCATION

From the preceding discussion, it would appear that there are at least four ways in which elements in liberal education have been injected into professional journalism courses. The first noted of these is a type of course which draws very heavily upon a liberal arts background, especially the social sciences, in analyzing the role and interrelationship of journalism and communications in our society. Such courses are not unlike those social science courses which concentrate on a particular social institution or issue and develop an examination in depth of factors involved and of possible ways of dealing with problems which arise.

A second type of journalism offering which has strong liberal education elements in it draws heavily upon liberal arts background in dealing with problems and issues upon which a journalist may be expected to write. A course dealing with the *Interpretation of Contemporary Affairs* is an example. In drawing upon his previous work in the liberal arts and even doing further research on some issue in order to organize and synthesize all of the different points of view, the student is engaging in a very worthwhile educational task. The constant emphasis on writing and on expression found in such a course is in itself in accord with the best traditions of the liberal arts.

A third way in which elements of liberal education have come to characterize journalism courses is found in the increasing tendency to interpret journalism broadly as a behavioral science or as mass communication. Courses developing out of this point of view are increasingly utilizing concepts, principles, and research findings which mark this conception of journalism as a discipline in its own right.

Finally, the fourth way in which schools of journalism provide liberal arts experiences is found in the offering of courses which closely parallel, if they do not in fact duplicate, courses offered in the college of arts and sciences. The introductory course in journalistic writing and the course in short story writing have been noted already as examples of this. In the journalism schools visited, the professional faculty, in general, felt that the school should not develop its own courses unless there was a significant element in the approach which was ignored or rejected by the corresponding course in arts and sciences. Introductory courses in writing in the schools of journalism are of particular interest in this regard. Professors of English in English departments are seen by their journalism counterparts as more concerned with analyzing the writing of others or with talking about the principles of good writing than with insisting that the students improve in writing.

JOURNALISM COURSES AS LIBERAL ARTS ELECTIVES

As one evidence of the acceptance of some of the professional journalism courses as having liberal arts values, the selection of these courses by nonjournalism students is sometimes mentioned. Various journalism instructors claimed that anywhere from 10 to 50 per cent of the students in their courses came from outside of journalism. Further questioning made it evident, however, that many of these "outside" students were actually taking the journalism courses to supplement their majors in related fields. For example, a course in public relations or one in principles of advertising may draw a considerable number of students from fields of commerce or economics. It seems hardly reasonable to interpret such enrollments as evidence of acceptability of the course as a liberal arts offering. Journalism courses are not extensively used as liberal arts electives, although this is permitted in several of the universities visited.

TECHNIQUES AND PRACTICUM EXPERIENCES

Early journalism programs were loaded with courses emphasizing techniques, giving rise to the "how-to-do-it" characterization. Journalism schools continue to offer courses in copy reading, typography, photography, picture editing, radio news writing, sports coverage, sports writing, women's departments in newspapers and magazines, advertising salesmanship, classified advertising, and television advertising production which tend to emphasize rule-of-thumb procedures and the tricks of the trade rather than solid knowledge.

Opinions of students and faculty about these courses varied greatly. One professor teaching a course in photography characterized it as a trade school course which had no place in a college program. Students claimed that they learned nothing but the developing and printing of negatives. Another professor regarded his course in photography as the equivalent of a good course in art appreciation, developing both basic concepts and aesthetic principles. One individual teaching a course in typography developed it on a very practical, "how-to-do-it" basis, almost entirely laboratory in nature. Another person, teaching a course described in nearly the same words, used a historical approach which led him to characterize it as a liberal arts type of course. However, his students complained that they had many hours of verbalizing about typography without ever finding out anything about its significance in the field of communications. Whether the replacement of "how-to-do-it" courses by "how journalists have done and can do it" courses is any real gain in journalistic education is open to question. The photography professor who wished to drop his course suggests what might prove a wiser alternative.

There are also marked differences in views and practices with regard to practicum experience in journalism. One journalism school director remarked that all the journalism student needed was a typewriter and a library. In contrast, other schools placed great emphasis on practical experiences on the student newspaper and the radio or television station, or in working with some person with responsibilities in sports writing or publicity.

There was great disparity in attitudes toward the student newspaper. In one institution the student paper is dominated by the journalism students, and a somewhat ambiguous catalog statement implies that students cannot even work on the paper without enrolling in a credit course offered by the journalism department. In a second school, students are required to spend a specified number of hours either on the student paper or in the educational television station. Until recently, they received up to 15 credits for this activity, but this has now been reduced to five. The only concern noted here was that the school needed more definite jurisdiction over the paper in order to provide adequate control of the experience.

In the third institution, practicum experience on the paper or in the radio station or local television station is required for credit. The paper tends to be dominated by journalism students but both faculty and students indicate some doubts about the situation. In a fourth case, the school disassociates itself completely from student publications, partly because of the criticism which is always leveled at these publications, and partly because of a belief that the experience has little value. The attitude of the staff was characterized as "not discouraging students from participating in student publications." In a fifth school, the expressed attitude is that the student publications do not offer the best kind of experience for students.

The time involvement of many of these practicum experiences must certainly reduce the available time for journalism students to participate in other student activities or to attend cultural events. There is little reason to believe that either techniques courses or practicum experiences contribute much to the liberal education of students, and there is some reason to believe that the time expended and attitudes engendered detract from it.

RESEARCH PROGRAMS

Increasingly, schools of journalism, particularly those which have taken on the behavioral science and communications orientation, are becoming involved in programs of research. The development of a research program is almost certain to direct the attention of a faculty away from the technical "how-to-do-it" phase of journalism. Whether this redirection contributes to a liberal education depends on the type of research. A veteran journalist educator, lacking the doctorate but nevertheless a widely traveled and cultured individual, commented that the emphasis among his younger associates was on "counting and chi-square research" which was so narrowly conceived as to yield a paper and nothing else. Other professors, even some of the researchers, admitted that there is more than a little such research, and that one may doubt that it has much to do with increasing the liberal content of professional journalism. In one institution, two students complained that they had spent their time in one course collecting statistics for the instructor, who later used them in his dissertation. Really worth-while research in this field, which draws so heavily upon other fields, must develop a synthesizing, integrative type of research, establishing the theory, principles, and perhaps models for bringing together the knowledge of other relatively unrelated fields in the interests of better communication. The impression gained in our interviews was that some of this may go on at the graduate level but that the effect, if any, on the undergraduate level is not necessarily beneficial.

CLASS SIZE AND WORK LOAD

Examples of professional courses with a significant liberal education contribution included that type which requires the student to bring together materials from a number of disciplines as the basis for analyzing, interpreting, and possibly suggesting solutions of a problem. Such experience is less apparent in liberal arts courses. Relative class size is undoubtedly very closely related to this. A school of journalism can successfully hold to, as one director indicated, a maximum of 20 in certain types of courses, 15 in others, and 12 in still others. It is difficult to imagine a liberal arts department in the same university being able to successfully insist on the maintenance of this size of class. On the other hand, it is equally difficult to imagine the professors in liberal arts departments in the present day insisting on the kind of productivity on the part of their students that is found in some of these journalism classes. One instructor indicated that a student was expected to have a paper written every day that the class was held, and apparently it is common practice to insist that a paper be turned in each week. While the limited contact with professors and students in this particular study makes it imperative to be cautious in generalizing, it seemed apparent that the journalism students were doing much more in the way of writing, that they were having their writing worked over much more carefully by their professors, and that there was much greater insistence on improvement than is to be found elsewhere.

Clearly, if individual contact, opportunity for organization of one's thoughts, and the expression of these were the only criteria for liberal education, journalism students could be said to be getting more of liberal education in their journalism classes than in their liberal arts courses.

EXTRACURRICULAR INFLUENCES

In the schools visited, journalism students take the same courses and sections of courses as liberal arts students. In none of the schools visited was there any segregation of students by major in the residence hall, nor was there any discrimination in student activities other than that noted in student publications. Journalism schools do have professional honoraries, but these are not essentially different from departmental honoraries.

There was no evidence that journalism students are less active or more active in extracurricular activities than other students. There is no doubt that journalism students are somewhat more verbally proficient than most other groups. The emphasis in their discussion and writing about current events may promote a little greater maturity than in some other student groups. For these reasons, faculty members tended to believe that journalism students take on more leadership roles than majors in other fields. However, the relatively small enrollment of journalism schools makes this difficult to judge without careful study. Some unfavorable reaction to student activities was voiced by a few professors of journalism. One remarked that one of his better students became one of the top campus leaders and, as a result, wished to waive a required course because the late afternoon hour would interfere with his duties. His request was supported by the Dean of Students, much to the disgust of the professor, who felt that this was an unwarranted invasion of the academic realm.

All of the universities visited have extensive cultural programs, including lectures, concerts, exhibits, and other events sponsored at the university level, college level, or departmental level. In all cases, the faculty story was that students avoid these events. Professors indicated that they could insure attendance at a particular event by assigning the task of a written report. Occasionally this is done when the experience is appropriate to the work in the journalism course. However, some journalism professors are reluctant to jeopardize the recreational aspect of such programs by making work assignments out of them. One history professor reported an attempt to develop a current events forum which was expected to be particularly attractive to journalism students. The attendance rapidly dropped off and the forum was discontinued. One school of journalism schedules monthly convocations and dismisses classes in the late afternoon to encourage attendance. Despite this, attendance is very low. The complaints voiced in connection with this indifference toward cultural events apply equally to all students. Informal educational, cultural experiences do not commonly attract a significant segment of the student body. Hence, there is no reason to be particularly critical of journalism students, for relatively few journalism students aspire to be art, music, or drama critics. One student may have come somewhat near to the views of his fellows by commenting that, after sitting and listening to professors talk all day, he had no desire to go and listen to something else in the evening.

The Proportion of Liberal Arts in Journalism Education

IDEALS, ACCEPTED PRINCIPLES, AND ACTUAL PRACTICES

The ideal distribution of the educational experiences of the journalism student has been stated as 25 per cent professional work in journalism and 75 per cent professional work in the liberal arts. The lack of a clear distinction between professional courses and liberal arts courses in their contribution to general education and the presence of other requirements, such as physical education and military science, cause difficulty in interpretation and application of prescribed percentages. Certainly the 25 to 75 ratio is not universally accepted in statements found in catalogs and faculty interviews. This has already been made evident by the data in Table 1, page 43.

The one school which suggests for professional courses a percentage considerably below 25 per cent does not include therein two introductory journalism courses which are regarded as liberal education. Another indicates a figure well over the 25 per cent and admits the possibility of almost 40 per cent. Not only is there this variation among schools, but there is evident an inconsistency in point of view within schools. One institution states in its catalog that, of the 124 credits required for graduation from the university, 94 are in subjects outside of the journalism curriculum. Yet, on the second page following in the catalog, one of the degree requirements states completion of either the B.A. or B.S. general course requirements, including a minimum of 30 and a maximum of 44 credits in journalism subjects as specified by the department to satisfy the requirement for a major. Just how 44 substracted from 124 leaves the 94 credits outside of journalism involves some arithmetical considerations not apparent to the reader. In another institution not visited but from which some transcripts and a catalog were obtained, the catalog statement indicates that 96 of 128 hours are to be in liberal arts and 32 to be in journalism. It follows this by stating that not more than 41 hours should be in journalism!

The intent in presenting these is not to be hypercritical of the schools but simply to point to the fact that these inconsistencies suggest there is a conflict between ideal and practice which many of the people functioning in the field of journalism education either do not quite recognize or else are unwilling to face forthrightly. This inconsistency becomes even more apparent when one compares the general principles stated with regard to hours in the professional field and the actual number of hours listed under the various curricula. As an example, consider another institution not visited but which in the catalog states that not less than 40 nor more than 65 hours in journalism are to be taken by the student. But examination of all the various curricula listed negates the stated minimum in that 50 to 53 hours of journalism are actually required. In the case of the institution above, which was noted as specifying that 94 of 124 credits should be in subjects outside the journalism curriculum, a mimeographed statement in regard to a public relations sequence indicated that 37 hours of journalism are required for this particular program. Though this is clearly within the 44-hour maximum which was stated, it is equally clearly above the 30-hour minimum implied by the quoted statement. Any careful reader of catalog requirements must conclude that the 25 to 75 ratio is indeed an ideal rather than an accepted principle. He might also conclude that consistency in college catalogs is almost as rare as readability.

The analysis of transcripts of graduates of journalism schools reported early in this chapter demonstrates not only that the ideal of 25 per cent professional work is violated by principles stated in the catalog, but also that the catalog principles are violated in practice. The ideal implies a maximum of 25 per cent, but in practice this is almost a minimum. Stated principles suggest maxima around 30 per cent, but in practice this is more nearly the median. Furthermore, the percentage of liberal arts work in a student's program is reduced by other factors so that the ideal of 75 per cent is replaced by a range of 50 to 75 per cent, with some individual cases even falling well below 50 per cent.

The reasons for these departures from the ideal are not difficult to find, though it is not possible to put them into a definite order of significance. Interviews with the faculty in the professional schools indicate that there are among those faculties persons who are by no means convinced of the importance of liberal arts—who feel at least that they are certainly not important enough to comprise 75 per cent of the total program of the student. Sometimes, but not always, these are older members of the staff whose experience harks back to an earlier day when a wide range of techniques courses was taken by every student.

A second consideration is that there are numerous persons who doubt the adequacy of many of the traditional liberal arts courses insofar as the needs and interests of journalism students are concerned. They are inclined to believe that some of their own courses are liberal arts courses as good as or better than the student would get in the liberal arts college. This attitude, as has been noted, carried to the extreme, leads to the situation in which certain courses offered in the professional school are not accepted by the school itself as professional courses.

A third factor is that, with several different sequences in a school of journalism, there is some tendency to feel that the maximum number of hours permitted in the field should be extended to permit the student to take additional hours in some of the other sequences.

A fourth factor is that, where no ceiling is placed on the number of hours in the professional field which a student may carry, there is no way, other than through the influence of the student's adviser, to prevent the student from using his electives to take additional professional work.

A fifth consideration is that, in the various departments of the liberal arts college, numerous courses can be found which are just as professional in nature for the journalism student as are the courses offered by the professional school. Cases of this sort have been noted, particularly in reference to the offerings in radio and television and in speech, but also to a certain extent in other departments. While the student who takes such courses is living up to the letter of the law with regard to the liberal arts, he is clearly violating the spirit of it. Perhaps worse yet, if the reactions of students and of a few staff members are valid on this point, the extent of duplication between the courses offered in some of these liberal arts departments and in the school of journalism is such that the student has, in reality, picked up double credit for the same work.

The sixth consideration arises out of the existence of offerings in other professional schools which the student can take to supplement his professional work. For example, a college of business or of commerce is likely to have a number of courses dealing with advertising. These courses being outside of the school, there is nothing to prevent the student from electing them and, officially, they do not count as part of his professional work, although in practice they are exactly that. A particular case arises when the school of journalism is affiliated with the college of business, for here the student's general electives could be used entirely in the college of business.

THE IMPORTANCE OF FACULTY ADVISERS

Because of the variety and nature of the factors which have been mentioned as making it possible for a student to increase the loading of professional work, it appears impossible to write any set of rules which will achieve the balance desired. In fact, it is absurd to imagine that a set of rules can guarantee a good education anyway. Example and advice are much more potent.

Both good and poor advising practices were noted in the schools visited. In one case, advising is simply a clerical task, with the student permitted to select his own program on the basis of some very broad and inadequate rules, with the approval being a rubber stamp procedure. In another case, the impression is that a great deal of time is spent with students, but that it is spent in selecting and planning program on a term-by-term basis, rather than in thinking about the total educational experience of the student over the three- or four-year period. It is true that there are factors operating that make long-range planning difficult. In one institution the complaint was registered by several students that the liberal arts faculty had become such a transient group that one could not be sure from one term to the next just who would give a particular course or whether it would even be given. There seemed to be no point in planning one's program very far ahead under these circumstances. In another institution an adviser complained that the advisees were assigned by the dean of the college, and that, for reasons unknown to the journalism staff, these students might be shifted around from one quarter to another. This involved so much discontinuity in contact that both faculty and students tend to take a very perfunctory view of the advising task. Still another discontinuity pointed out by the students in this same institution was that in the senior year all students are advised by the director of the school.

In Chapter 5 some comments are made concerning the effect on the journalism program of the school being independent of or affiliated with the college of liberal arts. It should be noted here that there seemed to be a tendency on the part of journalism faculties included in the liberal arts college to regard the requirements of that college as absolving them of further attention to the liberal arts component of the journalism student's education.

SUMMARY

Clearly there are varying conceptions of the nature of the liberal arts component of the journalism student's program and various interpretations of the role that it plays in journalism. There are equally marked differences in the number and in the use of electives, and it has been necessary to remark repeatedly on the difficulty of assessing the liberal arts contribution of the professional courses themselves. Because of all this, it is difficult indeed to decide just what proportion of the education of any single student or of all the students at a particular school is to be found in the liberal arts. In general, however, according to the terms laid down by journalism educators themselves, practice does not correspond either with the ideal as stated by the journalism accrediting agency, or with the intent as declared by the professional schools in their catalogs.

Chapter 4

ATTITUDES TOWARD THE LIBERAL ARTS IN JOURNALISM EDUCATION

THE PURPOSE OF THIS CHAPTER IS TO PRESENT AND DISCUSS THE ATTItudes of individuals and groups toward the importance of liberal arts in journalism education and then to examine the possible effects of these attitudes on programs and on student achievement in them. In addition to visits and interviews already noted, this chapter will draw upon the results of an inventory study of the attitudes of professional faculties toward the liberal arts sponsored by the Institute of Higher Education.[1]

The term "attitude" as used here is not definable in any very precise terms. In addition to knowledge of verifiable facts, and sometimes in spite of it, the behavior of individuals is determined by a complex and interacting array of feelings, beliefs, opinions, prejudices, hopes, fears, and ideals. Sometimes one, sometimes another is the predominant determiner of the position or behavior taken by an individual on a particular issue. The views and actions of a group are even less clearly assignable to any single element. Nevertheless, awareness of these affective elements is a necessary step in understanding the character and possbile direction of development of journalism education. It is to these affective elements that the term attitude here refers.

In conducting the interviews, a prepared set of questions was used as a guide but not slavishly followed, since time did not permit the posing of all questions to each individual. In general, interviews with administrators were oriented to learning something of their attitudes regarding the nature and importance of liberal education and its place in professional education. Interviews with journalism faculty members were aimed at eliciting their views on liberal education and its relationship to journalism education not only in general terms but also in respect to the specific approaches used in planning courses and in advising students. With liberal arts faculty, the questions tended to evoke their appraisal of the journalism school and faculty in its relationship to the liberal arts and their evaluation of journalism students as viewed through selection of and performance in liberal arts courses. Interviews with students were directed toward student satisfaction and dissatisfaction with requirements and to some extent with specific courses as examples of these.

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[1] Paul L. Dressel, Lewis B. Mayhew, and Earl J. McGrath, *The Liberal Arts as Viewed by Faculty Members in Professional Schools,* A Publication of the Institute of Higher Education (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

Since marked differences in views were found in the various institutions, discussion has been so organized as to reveal some of these differences.

ATTITUDES OF VARIOUS GROUPS

The groups to be considered here are five in number: administration, liberal arts faculty, professional faculty, students, and employers of journalism graduates. Since this project involved no direct contact with employers, the comments about the attitudes of this group are interpretations provided through contacts with journalism faculty members, school directors, and placement officers.

ATTITUDES OF ADMINISTRATION

Although professional faculties tend to see top level administrative personnel as relatively more sympathetic than they themselves are to the liberal arts,[2] the actual situation does not always correspond to these perceptions. In one of the universities visited, there appeared to be little interest in liberal education among top level personnel. Elsewhere this ideal was given enthusiastic support by presidents and academic vice presidents but with varying indications of ability or desire to do anything about actual encouragement. Individuals at these levels are chary of overt involvement in curriculum policy; yet their views, if well and frequently expressed, do much to influence the thinking of others at lower levels in the hierachy. And, as one vice president smilingly remarked: "There's always the budget." Another vice president saw no prospect of all-university action on the liberal arts, although there has been some concern about specialization. He felt that liberalization of professional and technical courses rather than any general requirement of liberal arts courses was the most likely solution. Others at this level of administration shared the view that a program of in-service education, coupled with

[2] *Ibid.*, p. 51.

continuing resistance to proliferation of specialized courses, must be the route to renewed attention to liberal education.

Professional faculties incline toward seeing the dean of arts and sciences as insisting strongly on the centrality of the liberal arts in all education.[3] To them the actual views of some of these deans would come as a surprise. For example, one arts and science dean fitted the stereotype in that he stated as his preference a liberal arts degree prior to taking any professional study, *but* added that he knew this to be an unrealistic view in the present day. Although he argued that the journalism student should have a liberal arts departmental specialization as well as a general education, this dean felt that the school of journalism was doing a better job of liberal education than any other professional schools and better than many of the liberal arts departments.

Another dean of arts and sciences, in response to a question concerning the attitude among science and arts faculty members toward professional programs, enlarged on the necessity and difficulty of writing specific requirements to counteract the increasing tendency of liberal arts students, under the urging of their advisers, to load up with courses in one department or a few interrelated departments. Science and music he mentioned as chief offenders in encouraging what amount to professional programs. He commented further that many departments, including English, by refusing to teach courses which would appeal to any student other than a prospective major, displayed another form of professionalism.

A third dean of arts and sciences also asserted that some of his departments were so highly specialized as to have lost sight of their obligation to contribute to liberal education. He argued that students should not be forced away from well-taught journalism courses to take other work, no better and possibly inferior, simply because it had the label "liberal arts" attached.

Both the interviews and the inventory study reveal that directors of journalism schools are the most enthusiastic proponents of liberal education in journalism.[4] This is scarcely surprising, since the directors had been selected, in part, because of their strong convictions with regard to liberal education. The directors more than their professional associates are oriented outward to the liberal arts faculty and the university at large, and they frequently tend to see the journalism program as more closely corresponding to their expressed ideal than the actual situation warrants. In two of the schools associated with the college of liberal arts there appeared to be a coterie of professors in journalism firmly espousing the point of view of the director, but back of them was to be found a less verbal, though not necessarily smaller, group dissenting from the expressed view, and, by passivity if not by actual antagonism, destroying much of the program's effectiveness. The directors of schools of journalism are potent forces in establishing the program, and the reputation of the program seems to reflect the reputation of the director. Nevertheless, the operational expression of the verbal enthusiasm of the director for the liberal arts depends ultimately on the acceptance and application of these views by the faculty.

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[3] *Ibid.*, pp. 51, 52.

[4] *Ibid.*, p. 51.

ATTITUDES OF JOURNALISM FACULTY

The objective survey of attitudes suggested that journalism professors are quite favorably inclined toward liberal education, but there are exceptions and there are very different interpretations of the nature and role of liberal education.[5] Perhaps the best way to give some impression of the diverse attitudes held by members of journalism faculties is to give brief digests of a number of these views.

The remarks of one individual exemplify the recurring situation where the first level of verbal endorsement of the liberal arts is not borne out by further expression of views. This person insisted that everyone should get a liberal arts degree, but, as he discussed his courses and work in radio–television, it was apparent that he was solely concerned with techniques. His conception of the liberal arts seemed to be that of knowing a little bit about everything. Other faculty members at the same school indicated a very real concern for the liberal education of their students but they, too, tended to interpret it in the phrase, "The journalist has to know a little of everything." The phrase was also repeated by several students as they expressed their conception of a liberally educated person. There was little to suggest that the idea of a liberal education had been much discussed or that any of the individuals had given serious thought to it.

Interviews with members of another journalism school faculty demonstrated that the faculty had discussed liberal education backwards and forwards. They spoke with knowledge and with conviction, of both its value and its necessity. They were profoundly concerned about how to make it possible, not for every student, but for those students who wanted it, to get more science, more mathematics, and more humanities. They regarded mastery of at least one foreign language as a necessity for journalism, and they argued above all for a more integrated approach in which the demands of the professional field and the values and resources of liberal education would be merged. With this group, questions about the vocational orientation of students received short shrift, for the faculty was unwilling to accept this dichotomy between vocational education and liberal education.

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[5] *Ibid.*, Table 2, p. 14.

In a third journalism school, several of the journalism professors deplored the lack of attention to ethics, values, and philosophical considerations in so much of liberal arts teaching. These elements, they felt, were particularly needed in journalism. Several professors admitted that students were led to see the value of the liberal arts in terms of their contribution to the vocation. One person said bluntly that a large proportion of the journalistic profession sees no other value in the liberal arts.

In the fourth school, the attempt to get reactions on the problem of the relationship between liberal education and professional education was a frustrating experience. Few, if any, of the persons had really thought much about this issue. They were inclined to argue that, having accepted the requirements of the college of arts and sciences, they had no further obligation in this regard. It is perhaps significant that, for several years, these individuals had nothing to do with advising students. Any questions about liberal arts courses revealed almost complete lack of information. The general attitude was that the requirements are stated; the student can read and it is up to him to follow them; and, beyond the requirements, he can take whatever he wishes. On a part of a minority of the staff, there was some indication of a changing point of view. There was some interest in eliminating or combining how-to-do-it courses to reduce the over-all professional requirement. Steps are being taken to reintroduce faculty into the advising program. One staff member commented that students should spend more time in a few liberal arts areas rather than taking first courses in many of them. Moves already made in this institution to reduce the maximum number of hours permitted students in the professional field were a source of some concern to several individuals. One person expressed the feeling that the often quoted 25 per cent rule should apply only to techniques courses, with courses having a broader conception being considered as part of the liberal arts. Another person commented with some feeling that the revisions made thus far sold out vocational preparation to gain academic respectability.

Recurring among all journalism faculty members were criticisms of the liberal arts which Walter Wilcox has well summarized in the following words:

> The essence of the criticism is this: 1) The liberal arts are too theoretical, without clear goals and lacking in meaning and vitality. 2) Each discipline has become a microcosm and cares little for the outsider who is seeking

> breadth rather than specialization. 3) The liberal arts disciplines have spun off their substance into myriad courses, making it difficult for the journalism student to acquire the basic knowledge without spending excessively of his all-too-few spendable hours. 4) Some liberal arts courses, notably the laboratory sciences, are essentially technical themselves, and contribute little to the student seeking a broad general education.[6]

Economics and political science were most commonly criticized in some of these respects. Perhaps this is natural because these two courses are very commonly regarded as the social sciences contributing most directly to journalism.[7] Other disciplines, however, were also criticized. Opinions differed as to whether adjustments of courses to meet these criticisms could be obtained. In one school, several persons commenting on precisely the same situation ended up with entirely different conclusions. One was that the department had made some adjustments to the needs of journalism students; the other was that the department had not done so.

ATTITUDES OF LIBERAL ARTS FACULTY

The liberal arts professors interviewed in this project were selected through the director of the journalism school or one of his assistants, although in some cases the advice of the dean of arts and sciences had been requested. The selection included individuals who taught courses taken by journalism students or individuals who, for some reason, had come in contact with journalism faculty. Quite probably this is a biased group in terms of over-all reaction to journalism. Nevertheless, though the general reaction is favorable, individuals were in no wise hesitant about criticism where they felt it was justified. One professor of English expressed himself as personally quite pleased with the number and performance of journalism students in his course in *History of the English Language*. Another professor of English remarked: "Journalism students can write, which is more than I can say of my own students." A professor of sociology remarked that journalism students frequently came into his more advanced courses and there they stacked up very well against the liberal arts students and even against his own majors. This same professor said that, on the whole, journalism students wrote better than other students, but seemed to lack ability to find information for themselves. He added that this weakness was not unique to journalism majors. Another professor found that journalism students taking his courses in Russian history were among the liveliest in the group, the most articulate, the most curious, and the most questioning. Somewhat hesitantly, he then voiced the comment that the major difficulty of journalism students was that they lacked depth in a particular field to establish a sure base from which to explore a problem.

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[6] Walter Wilcox, "Journalism and the Liberal Arts," *The Journalism Educator*, Vol. 14 (January, 1959), pp. 15-21.

[7] Dressel, Mayhew, McGrath, *op. cit.*, Table 25, p. 33.

An economics professor commented favorably on journalism students, but felt that they lacked a scientific orientation and tended to make quick decisions, broad generalizations, and dramatic statements. They also tended to confuse feelings with facts. He gave as an explanation that they probably had not stayed with one field long enough to really understand a research approach.

A professor of anthropology, who disclaimed any awareness of journalism students in his classes, said that he had been appalled at the vacant minds of students from the radio–television curriculum who had interviewed him in an appearance on educational television. It seemed to him that they had absolutely no knowledge of the problems about which they were trying to interview him, so that the most minute bit of factual information became a matter for admiration and awe on their part.

Inasmuch as professors in liberal arts courses are sometimes characterized as complaining about the vocational orientation of students, this question was raised with every liberal arts person interviewed. The general reply was that this was no more apparent in journalism students than in other students, including liberal arts students. Professors in the social sciences, in general, indicated that they were not worried about vocational orientation. One said that this is a common motivation and that, in a good, well-taught course, students could soon rise above it. A number of others felt that vocational orientation was excellent motivation.

Professors from the department of English were most likely to question the social science orientation which has developed around journalism. Several argued that students ought to take more work in English. In one institution a professor in English remarked that none of the journalism students took more than the required freshman year (9 hours), but an analysis of seven transcripts showed that three journalism students had completed only the required work in English, one had taken 14 hours in English, another 18 hours, another 19, and another 30.

A professor of anthropology was somewhat bemused about the role of techniques in journalism. In his field, he said, techniques were acquired in laboratory or in field activity and that lecture and recitation sections were devoted to the development of broad principles and general theory. It seemed to him that a similar resolution should be possible in journalism.

Since many journalism courses are regarded by their instructors as having a significant liberal education contribution, so that journalism credit is not even granted for some courses offered in journalism, liberal arts professors were regularly questioned as to whether they ever advised students to take courses in journalism. None of the individuals interviewed viewed the journalism courses as suitable liberal arts electives. Two or three persons indicated that students who indicated some interest in writing on a popular basis might be encouraged to enroll in one or two courses in journalism.

ATTITUDES OF STUDENTS

The journalism students interviewed were met in groups of four to ten students. In one case, a senior class was turned over to the interviewer. In another case, six students were picked from the reading room and asked to spend their period with the interviewer. In the other cases, the director, his secretary, or an assistant selected the students. Though the selection could not be characterized as random, there is no reason to believe that any deliberate bias was involved.

The most vocationally oriented group of students was found in a school which prides itself on an outstandingly strong liberal education philosophy. None of these students were overtly antagonistic to the liberal arts, but several expressed a desire for fewer liberal arts requirements and more work in journalism. In their selection of liberal arts courses, they tended to emphasize political science, economics, and history because these courses emphasized current situations or gave background for understanding of current situations. Applicability to journalism seemed to be their basic pattern for election of courses and it would seem to be encouraged by the advisers.[8] Of the eight students in the group, four indicated that 50 per cent liberal arts should be enough, whereas the remaining four thought that the present percentage of 70 to 75 was appropriate. One person argued that it was not so much that the amount of work in journalism was not enough, but rather that the actual work was not technical nor practical enough. This led into a rather warm discussion among the students.

One student said that many of the courses in journalism make no real demands on students, that they emphasize verbal learning and memory, and have no relationship to actual problems in the field. As an example, another student remarked that four or five weeks are spent on history of typography without any opportunity to put this to practical use. This criticism was reiterated by a number of students, and led to further comments to the effect that the advanced journalism courses are repetitive of both theory and general knowledge. The faculty was criticized as being oriented toward research and not interested in the teaching of journalism.

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[8] *Ibid.*, p. 39.

This concern voiced by students was also reflected by some of the staff. There is good reason to believe that, among the many broadly conceived courses offered at this school, there is a great deal of overlapping due to the fact that there is just not enough content to the subject of journalism to justify more than a very limited number of courses of this type. Examination of outlines would suggest that there is undue repetition of such things as the responsibilities and role of the press and freedom of the press, to take only two or three examples.

The first course in news writing and editing and the course in advertising were said by the students to have a distinctly practical orientation and to give them some feeling of professional advancement. On the other hand, there is apparent reluctance on the part of the faculty to teach these courses, and one person outside of the school of journalism insisted that two of the best people in the school had left because they refused to teach these courses. The extent of truth surrounding this reported exodus was not determined, but it does tend to bear out the contention of many of the students that a large proportion of the faculty are uninterested in the practical aspects of journalism.

Another insight emerging from the interview of this group of students was that the women were much more inclined to accept the heavy emphasis on liberal and general education in journalism than were the men. The faculty here and elsewhere commented occasionally on the fact that the women entering journalism were a more able group than the men. It is doubtful, however, whether the ability factor is a major element in the differences in views. It seems more likely that the difference in vocational orientation of men and women accounts for the greater acceptability of liberal education to the women.

At a second institution, the interviews with students, like the interviews with the faculty, resulted in strong, enthusiastic lip service to the idea of liberal education as the essential component of journalism education. Nonetheless, the residual impression was that students and faculty both tended to value a liberal arts course heavily in terms of its immediate applicability to journalism. In this particular institution, many of the students evaluated the journalism courses in reference to the immediacy of their applicability to work on student publications. The two or three courses in journalism which, if properly taught, seemed to have the most implications in respect to liberal education were not highly regarded by the students.

At a third institution, the interviews with students revealed a strong interest in the liberal arts. Despite the association of the school with the college of business administration, these students evidence little interest in the field of business. There was no agreement on liberal arts courses which were particularly valuable. The answers were different for every individual, and were clearly not predicated on the immediate relevance of the course to the purposes of journalism. The students were generally capable students, and it was clear that they most particularly enjoyed those liberal arts courses which provided them a real challenge. The students were highly critical of the introductory liberal arts courses, which seemed to be universally taught in large lecture sections of 100 to 150 students. Their comment was that there is no opportunity for discussion, that the students do not know each other, and that the instructor does not know the students. This, in contrast to the small classes in journalism, left the students not only keenly aware of the difference but very much irritated by it.

The students reflected rather different opinions about faculty attitudes toward liberal arts courses. Some felt that certain of the faculty members went all out to encourage taking more courses of a professional nature, but others mentioned being discouraged from taking certain professional courses in favor of contact with a wide range of liberal arts courses. One student raised the problem of the perception of the journalism field by other people. This caused a general discussion, crystallizing in a consensus that anyone who was interested in radio–television or advertising management sequences found difficulty in explaining his interests to other students or professors. Another student raised the problem of different styles of writing required by journalism professors and liberal arts professors. This issue, occasionally mentioned elsewhere by students, seemed to have particular significance for this group of students. According to them, journalism professors want short, concise, factual statements, whereas a much more flowing, qualified, and better documented style is desired by the liberal arts professors. The students said that this meant mastering two different styles of writing and shifting from one to the other as occasion demanded. Although the interviewer sympathized with their dilemma, the educational significance of such enforced flexibility was more apparent to him than to the students.

Student interviews in a fourth institution revealed nothing but general approval of the liberal arts expressed in very much the same phrases as used by the faculty. Sometimes, as one set of student interviews has already suggested, there are doubts and disagreements evident behind this facade of verbal enthusiasm. In the case of this institution, there were none such.

At a fifth school only four students appeared, although 11 students had been contacted. In all other schools every student admitted to the interview was ultimately accounted for by late arrival or excuse, but not so here. The students who did appear were frank in their criticism of certain professional courses as boring, repetitive, and generally a waste of time. There was little evidence of thinking about liberal education, but some feeling was expressed that the present group requirements resulted in too much of a smattering without any real grasp of any field. There was little reaction to questions about significant liberal arts courses. One girl suggested physics and philosophy of religion, her sole reason being that these were interesting courses.

Students generally objected to having to take so many introductory courses, often inadequately taught by graduate assistants. Again, they contrasted these in size with the classes in journalism. These four students agreed that there was a lack of advice in the planning of their program and they recommended concentration, to the extent of 12 or 15 hours at least, in a few liberal arts fields rather than the present diffuse pattern.

In the sixth school, the faculty, by virtue of their thinking about liberal education, by their continuing insistence that the student must have a liberal education to be a journalist, and by their attempts to reinforce this view in the professional courses, have developed in students a conviction that a liberal education is more important than the techniques of journalism. The group of students interviewed were, if anything, inclined to think they had had too much of techniques in journalism. They all spoke of the need for more work in liberal education, particularly advanced courses. They emphasized the need for foreign language, and in all ways they gave an impression of a group of students much more alert, much more broadly perceptive than those interviewed on other campuses. Several of the students argued that no journalist should attempt to write an article on an international matter unless he had read reports in some of the foreign presses. Curiously enough, in this school, which has often been criticized for overemphasis on techniques, students seem to have taken techniques in stride and relegated them to a distinctly minor role.

Although these students were generally enthusiastic about their work, they did complain about the repetition of certain ideas in journalism courses. They recognized that the repetition of these ideas about freedom of the press, obligations of the press, and the like, are a reflection of the broad liberal education orientation of the staff members to the large problems of journalism. Despite this, they felt that, by more careful planning, some time could be saved. There was some criticism of techniques courses. One student commented at some length on what he called "false learning." He elaborated by saying that in a number of the techniques courses lecture hours had been introduced in vain attempts to make the courses academically respectable. His argument was that techniques are necessary and that arrangements should be worked out to develop these skills without worrying about trying to make them academically respectable by using the usual pattern of lecture and laboratory found elsewhere. The accusation of repetition in these techniques courses was also made. One student remarked that there was a great amount of attention to typography in several advertising courses, and that much of it was unnecessary duplication which could be eliminated. Another argued that one quarter each of copywriting, advertising, and salesmanship would be adequate orientation to these fields.

On the whole, both in their commendation and in their criticism, this group of students demonstrated the best attitude toward and insight into liberal education and its relationship to journalism.

ATTITUDES OF EMPLOYERS

Although no employers were interviewed in this project, journalism faculty members, particularly the school directors, are very alert to the attitudes of prospective employers. The points of view expressed varied considerably from school to school, and even from individual to individual within schools. In one case the orientation is still heavily to the placement of graduates in small town and rural areas, although one person commented that the actual placement of graduates is increasingly taking on a very different pattern. In another school, two faculty members whose major contact is with editors of weekly newspapers commented that recent changes in the curriculum had almost completely alienated this group. Another person commented that these editors could not pay enough to hire journalism graduates.

With such contradictory points of view expressed, it is not possible, second or third hand, to decide just what the relations of any given school might be with employers. One study reported from the University of Minnesota indicated that graduates who were vocationally maladjusted in journalistic positions were generally found to be so because of personality or social factors rather than because of professional incompetence. This finding has been supported by observations of other persons in the field, and has been placed well up in the list of arguments for insisting upon a broad liberal education which will provide opportunity for the person to move into related fields. One director remarked on this explicitly in stating that the particular sequences taken by students seemed to have very little relevance to the jobs taken and that very frequently the student took jobs in fields only distantly related to journalism.

Only one conclusion is to be seen as emerging from these contacts in reference to the attitudes of employers of graduates of journalism schools. Whatever the view of journalism taken in a particular school, there is a constant necessity of interpreting it to the practitioners in the field and of cultivating sufficiently close relationship to them that they maintain respect for the program. Whatever the emphasis adopted, there will be dissatisfaction on the part of some and satisfaction on the part of others. Most employers, however, are reported as reaching their opinion on the basis of the rather limited number of graduates that they happen to hire. If these turn out well, they are pleased. If not, they may incline toward blaming the school rather than themselves or the unsatisfactory employee.

EFFECTS OF ATTITUDES ON STUDENT PROGRAMS

Much of what is to be said in this section will be repetition of ideas expressed earlier, but reexamined in reference to the influence on the patterns of courses taken by students. At several points, it has been commented that liberal arts departments sometimes fail to acknowledge their responsibility to provide courses for a liberal education. Each department is interested solely in its own field and may even hold a narrow view of it. When a program of general studies is organized, widespread distrust of it by the liberal arts faculty causes hesitancy in interpreting the program to professional schools. Thus, a journalism staff may either be uninformed of such offerings or be suspicious of them as watered down versions of the real thing. In order to gain and maintain the respect of the liberal arts departments, it may even become necessary to avoid such general studies courses, even though it is this very type of general studies course which would go far to correct the inadequacies of traditional departmental courses.

The social science emphasis of journalism has naturally led to extensive credit requirements in the social science field. For individuals who wish to relate journalism to the humanities or to the sciences, this social science requirement is something of a limitation. While it is certainly not impossible and, judging from the transcripts examined, not uncommon for individuals to amass a considerable number of hours in the humanities and aspire to journalistic writing in those areas, it is highly uncommon and probably well-nigh impossible for an individual to acquire any great amount of competency in the sciences in connection with the journalism program. One institution which has given special attention to this matter over a period of several years has succeeded in finding only one student willing to couple these two fields.

The problem is not solely that of hours but also that the courses in science which are now offered are not generally of much use to the general student. Introductory courses are oriented primarily to providing background knowledge and skills upon which to build. The advanced courses which deal with the frontiers of development require many preliminary studies and are highly specialized. Several journalism faculty members indicated difficulty in encouraging students to take science because of the nature of the courses offered. An alternative voiced by some journalism professors was to encourage majors in science areas to take a limited number of courses in journalism. The actual planning of such a program appears rarely to enter the minds of students or advisers.

Although attitudes are sometimes seen only as predisposing individuals to take certain actions, there are cases in which they seem clearly to be the determiners of action. This proposition obtains support from the fact that there has been some question about the value of introductory journalism courses. One institution has recently dropped its introductory course, presumably because of unsatisfactory student reaction, although other information would suggest that faculty dissatisfaction with teaching the course was equally a factor. Those that have such courses seem to find reasons for being dissatisfied with them and consider dropping them. In one of the schools visited, however, the idea had struck one professor that there should be a course in the freshman year providing the student with an orientation to journalism through a series of lectures. The thought was that this would take maximum advantage of the motivation of the student who already knows his vocational choice and wants contact with the field and the people in it. The idea seemed to be generating considerable enthusiasm, and it would not be unreasonable to hypothesize that if such a course is taught by competent and enthusiastic individuals it will meet with some success.

An interesting example of the potency of points of view in developing programs is found in another situation where several faculty members noted the duplication of ideas involved in a number of the courses in journalism dealing with the role and freedom of the press, law of the press, and the like. Their solution was to analyze the content of such courses and relegate the appropriate materials to existing courses in reporting, copy reading, editing, advertising, and the like. At least for the moment, this idea seems to give satisfaction and comments are enthusiastic relative to its success.

EFFECTS OF ATTITUDES ON STUDENT ACHIEVEMENT

One journalism professor commented that liberal arts courses emphasize reading, which journalism students do fairly readily, whereas journalism courses require much writing. Even though students have some vocational motivation and can see the importance of writing, two conflicting attitudes develop out of the situation. First, they may see the journalism course as unreasonable because it seems to be demanding more work than some of the liberal arts courses. Second, being proficient in reading and generally verbally inclined, they may find it relatively easy to acquire A's in some of the liberal arts courses in contrast with B's or lower grades in journalism courses. The reality of this in two schools, at least, is suggested by evidence in the director's office that many of the students who leave the schools are ones having higher grades in liberal arts than in journalism. In one school, the apparent resistance of students to taking more than the minimum requirement in journalism would seem to be, in part, related to this disparity. Some of this difficulty undoubtedly goes back to the number of introductory liberal arts courses taken by the students. Many students complained that these beginning courses were not sufficiently challenging. More advanced courses in some of the liberal arts departments should pose tasks more nearly on a par with those expected of the journalism student in his professional work.

Generally, the achievement level of journalism students is good. In one university, the liberal arts dean and professors were particularly complimentary to journalism students, and the latter indicated a desire to have them in their classes. Journalism professors remarked that they frequently received calls or notes at the beginning of an enrollment period suggesting that journalism students would be welcome. One journalism student reported being in a class where a professor remarked that, having noted the presence of a number of journalism students in his class, he felt compelled to give the course on a higher level than usual. One director indicated that, although journalism had less than one-tenth of the total enrollment of the college of which it is a part, 9 out of 25 freshman scholarships had been awarded to journalism students. Out of this scholarship group, the five highest performers were journalism students. Writing laboratories and English proficiency examinations are regularly found to affect few, if any, students enrolled in the field of journalism.

In the schools of journalism visited, there seemed to be very little interest in honors programs for the able student. In part this is perhaps a reflection of the generally high quality of the students, and in part it is a matter of the already highly individualized nature of the program in journalism where frequent writing is the rule and the writing of each student must be individually read and remarked upon by the teacher.

All the universities visited have testing programs, but the extent to which these are analyzed in terms of curriculum groups is a matter of conjecture. Some indicated that such data were available but not readily accessible at the moment. Where such data are available, journalism students, as freshmen, seem always to rank above the median. However, the actual selection of journalism students seems more commonly to take place in the sophomore or junior year, and all schools indicate that a large proportion of students enrolling in the first sequence in journalism fail to continue. The effect of this selective process, then, is cumulative, and no institution was able to furnish any test score information which would show the exact result. The uniform reaction of those dealing with such materials was that this was a superior group. In the one school with the most detailed information, the journalism students fell just behind the college of engineering students on the test scores for the entering group. Of 92 students, 12 were valedictorians in their high school classes, 30 were in the top 10 per cent of their graduating class, and over a third were given an exemption in their freshman English.

Too few of the students see, in concrete experiences, the significance of a broad liberal education for their work in journalism. One student commented that, in trying to write a news item on some labor developments, he for the first time realized that he could not have understood the issue or approached it objectively without the background of several courses which had developed the factors giving rise to the labor movement. The sincerity of the student's statement would suggest that, for the first time, some real insight into the significance of his education had been achieved. If liberal arts courses are to cease being considered primarily valuable as professional courses and to be seen primarily valuable as liberal education, journalism educators must plan for more experiences of this kind. Just when and how this insight, so important as an incentive to increased achievement on the part of the student, takes place will vary with the interest, motivation, and attitudes of the student, with the relative professional orientation of the school, content of the courses, and especially with the views and types of instruction provided by the faculty.

One practice, little used, at least in the schools visited, would be the involvement of some of the liberal arts college faculty in contributing to and appraising the adequacy of the treatment in advanced journalism courses of topics involving their particular specialties. Even the journalism professors with the best liberal arts backgrounds cannot be experts on all the issues which are treated and, by their own report, they often tend, therefore, to react to style and to technique and to ignore the scholarly aspects of the work of their students.

SUMMARY

It is impossible to present any concise summary of the wide range of views reported in this chapter, but a few significant generalizations do emerge.

With but one exception, representatives of central administration expressed themselves as strongly favorable to incorporating as much as possible of a liberal education in professional programs, and they regarded journalism programs as reasonably successful in this respect. However, they indicated reluctance about exerting any pressure for an increase in liberal education, having apparently accepted the view that curriculum is the province of the faculties.

Deans of arts and science colleges were surprisingly complimentary of journalism programs, and they commonly pointed to the specialization of their liberal arts departments as equalling or exceeding that in journalism.

Arts and science faculty members were also found to give favorable appraisals of the journalism curriculum, faculty, and students, although the lack of depth was recurrently noted. There is reason to believe that the faculty members interviewed were atypical in their sympathetic evaluation of journalism. The reiterated concern of journalism faculty members and students with their respectability in the eyes of the liberal arts faculty demonstrates that full acceptance has not been achieved. This issue seemed to be especially troublesome in the schools affiliated with the college of arts and science. Perhaps the affiliate status enhances the difficulty, particularly if many liberal arts faculty members share the view expressed by one to the effect that a really strong professional faculty would insist on independent status.

Directors of schools of journalism are much more ardent than their faculties in endorsing the values of a broad liberal education. It was possible to interview practically all the journalism faculty members in the schools visited, and the range of opinions expressed varied from serious doubt that anything beyond a few introductory liberal arts courses was desirable to equally serious doubt that more than three or four journalism courses should be taken by undergraduates.

Students' attitudes toward liberal education and toward the journalism curriculum partook heavily of the dominant views of the faculty even to the extent of being expressed in much the same words. Although the students are often characterized by the faculty as demanding techniques, the students interviewed tended to be less oriented to techniques than many of the journalism faculty. The students also seemed less inclined than their advisers to select and evaluate liberal arts courses in terms of direct relevance to journalism. Journalism students are generally capable students, and many of them are not currently being fully challenged by their journalism courses or by the introductory liberal arts courses which compose a major part of their liberal education experience.

Chapter 5

POSSIBLE RESOLUTIONS OF CRITICAL ISSUES IN JOURNALISM EDUCATION

IN THIS CHAPTER ATTENTION WILL BE GIVEN TO THREE MAJOR ISSUES IN journalism education which have been extensively discussed in previous chapters. The purpose of further treatment here is to synthesize earlier comments and to suggest the resolution of each issue which seems to the writer to promise most for the improvement of journalism education. The first of these issues concerns the concept of journalism itself. This involves the role and the range of activities of the journalist in our society, for the perceived role has direct implications regarding the nature of journalism education. The second issue concerns the place of the school of journalism in the organizational structure of the college or university. In particular, the matter of autonomy or affiliation with the college of arts and science is a matter of recurring concern because of its significance in the planning of both the professional and the liberal education phases of the program. The third issue concerns the nature and the amount of the liberal arts component of journalism education. This includes not only the proportion of liberal arts requirements, but the extent to which professional courses have taken on the character of liberal education, thereby contributing to the synthesis of liberal and professional education.

CONCEPTIONS OF JOURNALISM AND JOURNALISM EDUCATION

In Chapter 2 the changing conceptions of journalism education in relationship to changing conceptions of journalism itself were mentioned. Interviews with journalism educators indicate the continued existence of contrasting points of view with regard to the role of journalism in our society. Exemplifying the objective reporting conception, one professor was quite explicit in saying that he did not permit his students to express personal points of view or to favor one point of view over another. He—and others, too—argued that the task of the journalist is that of accurate reporting or of translating the esoteric language of the expert into language intelligible to the citizen. In this conception of journalism, a liberal education is primarily valued as a means of insuring the necessary wide knowledge.

A second view frequently expressed was that the function of the journalist goes beyond objective reporting to interpretation. The journalist is then seen as an unusually well-educated individual who assumes the responsibility of recognizing major issues, analyzing points of view and elements involved, and arousing the citizenry to the need for taking action. Some adherents of this second view go even further and argue that the journalist should also accept the partisan role of advocating specific solutions and courses of action. Either of these broader views is accompanied by a belief that a liberal education involves much more than knowledge. The professor who insisted that "only a liberally educated man can be a journalist" was more concerned with attitudes, values, and judgment than with mere factual knowledge.

Among the journalism educators interviewed in this project, there were several who definitely accepted one or the other of these distinctive points of view. Others argued that the journalist must sometimes fulfill one role and sometimes another. The journalist who presents opinions as facts is obviously irresponsible, but supposedly objective reporting of facts may be equally irresponsible, for no two people hear or see an incident in quite the same way, and unreported or unrecognized background factors may give very different significance to the same facts. The journalist must both report and interpret, and he may also advocate; but both he and his audience must be aware of which is being done at any given stage in a communication.

TECHNICAL JOURNALISM

Although these differences in conception of the role of the journalist are apparently more relevant for the news–editorial field than for other journalistic fields, it is only the choice of words that makes it seem so. All journalism is concerned with communication and all communication is faced with these problems. Moreover, there are reasonably consistent, although less than unanimous, patterns of thinking on these matters in particular schools.

A technical journalism orientation seems to pervade some programs. The term "technical journalism" seems originally to have connoted concern about techniques and writing in technical fields such as home economics and agriculture. Agriculture journalism, for example, can be regarded as requiring a composite of knowing agriculture *and* knowing the techniques of journalism. The fields of home economics, agriculture, and science journalism seem to be regarded in this fashion by many journalism educators and by many of the professors in these fields. This dichotomous conception is understandable, but it has undesirable overtones, perpetuating arguments as to whether knowing the field *or* knowing how to write is most important. It also affects thinking about the relationship of journalism and liberal education.

Individuals having this technical journalism orientation come to regard knowledge of a field and knowledge of journalism as different facets of education. Although they may agree that journalism requires a liberal education, it is only because one cannot write very much without knowing something about the subject. Thus liberal education tends to become a "technical" field for the journalist, and professional journalism courses exist as an array of courses designed to develop technical competencies in communication about this "field" in any one of the several media. The journalist may choose to emphasize communication in regard to agricultural problems, home economics problems, or scientific developments. If he chooses to deal primarily with political and social problems, social science becomes the "technical field." This technical journalism conception of journalism as a mere juxtaposition of "knowledge of some field" and "journalism know-how" is much more common than catalog statements about the importance of liberal education might lead one to believe. The journalism educator who consciously or subconsciously operates in this technical journalism context almost inevitably is pushed back to a reporting conception of journalism, for interpretation in a "technical field" is the prerogative of the expert in that field rather than of the journalist. If the journalist interprets, he does so not as a journalist but as an individual who "knows" that field in which he presumes to make an interpretation.

JOURNALISM AS A SOCIAL SCIENCE

The second conception of journalism is that it is an applied social science. Social and political problems, local, national and international, are regarded as the major concerns of the present day, and the journalist who reports and interprets the developments to citizens and influences their point of view must be well grounded in the social sciences. Journalism in the technical fields of science, home economics, and agriculture is largely ignored or relegated to the care of other departments. Although these social science journalists speak of the importance of a liberal education, they display no great interest in literature, art, music, and philosophy. They may, as one professor quite forthrightly indicated, discourage students from study in these fields which have no direct application to journalism. This conception appears to cultivate rapport between journalism and the social science disciplines, but it may also create some tensions. In the discussion of attitudes in Chapter 4, it was noted that a number of professors in the field of the social sciences were inclined to be critical of journalism students on the ground that they were not properly oriented to research, that they were too inclined to generalize, and that they confused their own opinions with the factual evidence.

There is a danger, then, that the journalism educator taking an applied social science orientation may be prematurely encouraging students to apply the social sciences to the solution of problems. As one social scientist pointed out, most social scientists doubt that their disciplines, as yet, provide an adequate basis for planning for the future. A further difficulty with the social science orientation is that it has led to a superficial contact with introductory courses in the many social sciences, and a lack of sufficient depth to gain any understanding of the real nature of the discipline or of the tentativeness associated with the concepts and generalizations covered in the introductory courses.

Journalism education which emphasizes the social sciences at the expense of the humanities and the sciences is in constant danger of regressing to the technical journalism level. There are at least two reasons for this. One is that the requirement of contact with all of the many social science disciplines places a premium on knowledge rather than on real understanding of broad concepts, principles, theory, and methods. Another is that the social sciences are no more significant than the humanities and the sciences in developing understanding of the nature of knowledge and of the quest for it. The materials and the methods of the sciences and the humanities are as productive of attitudes and of values as the social sciences.* In a sense, social science encompasses all disciplines regarded as areas of human activities but so, too, do the humanities and the sciences separately, if broadly conceived, encompass each other and the social sciences as well. The failure to grasp or to aim at this integrative ideal of liberal education may make of the social sciences a "technical" field.

JOURNALISM AS A BEHAVIORAL SCIENCE

The tendency to view journalism as a behavioral science seems to go a step beyond that of regarding journalism as a social science or applied social science. Behavior broadly construed involves anything that an organism does. This may include overt physical action or internal physiological and emotional processes involved in mental activity, whether explicit or implicit. The behavioral sciences include the social sciences, the biological sciences, and aspects of the physical sciences. Communication, which in its depth and its complexity differentiates man from other animals, more than any other characteristic, has both covert and overt manifestations. Full understanding of communication processes in a single individual requires knowledge of physical, biological, and psychological sciences. But communication always involves more than one individual, and this brings in the social sciences. Increasingly, communication with others requires familiarity with and understanding of technical, scientific processes and equipment which compete in their complexity with man himself.

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* It was noted in Chapter 2 that the meaning of the term "social sciences" as used by some writers in journalism education is so broad as to include humanities and science.

Quite apparently, communication is one of man's significant behaviors and study of it is a behavioral science. The task of understanding how an individual organizes his ideas, how these ideas become explicit in words and symbols, how these are communicated to others, and finally, how other people are influenced thereby clearly is a major challenge in the world today. Concern with the behavioral sciences and specifically with communications is evidence of a newer integrative approach to knowledge which is in contrast with most of the developments in the arts and sciences. The general tendency has been to split up knowledge into increasingly small compartments, each one of which has had increasingly great difficulty in explaining phenomena because of concentration on some small aspect of the total. The behavioral sciences, in their attempt to reassemble the significant material from the various sciences needed to understand human behavior, may lead to major reorganization of the contributory disciplines and to fundamental changes in the nature of undergraduate education. For some time to come, however, it may be expected that the most productive activity in the behavioral sciences will be at the graduate level. Much will have to be done in the way of basic research before unifying concepts and generalizations will emerge to replace those used now at the introductory level in the various disciplines. Ultimately, it is possible that the behavioral science or the communications concept may establish journalism as a discipline in its own right. Necessary and desirable as this development is, there is danger that individuals will become so engrossed in the essential nature of the communication process that their work has little direct relevance for the level at which the journalist operates.

Already there is some evidence, in schools which have taken on the communication emphasis, of lack of interest in and impatience with courses that have direct relevance to the practice of journalism. The problem which is developing is not unlike that which liberal education has faced for many years. The doctorate in any field such as English has no great relevance to any task outside the university and limited relevance even to the teaching of undergraduate courses in English in the university. Journalism education has long been concerned with acquiring complete respectability among its liberal arts brethren. It will be unfortunate if it does so by assuming their increasingly specialized orientation.

JOURNALISM AS LIBERAL EDUCATION

Whatever may be the developments at the graduate level in journalism education and whatever may be the effects of these developments ultimately on undergraduate courses, both in the liberal arts and in professional education, there will be a demand, for many years to come, for persons with only an A.B. or B.S. in journalism. While it may be asking overmuch of this degree, the ideal would be for the journalist to be a broadly educated, deeply understanding person who is also versed in the art of discussing intelligently what is going on in the world. He should be a person of responsibility and integrity and in addition he should know something about the special methods and arts of the various journalistic forms: newspapers, magazines, radio and television. Ideally a liberal arts degree should be required, but practically the demands for technical information and skills make this impossible unless salaries are made sufficiently higher to justify an extended period of education. In any case, there is nothing magical about four years of liberal arts study in college; a college program, at its best, can only begin a process which must, to be successful in leading to a liberal education, continue throughout the life of the individual.

There is no need to take the attitude that journalism requirements usurp the place of liberal arts courses. If the role of the journalist is regarded as that of trying to understand the many factors involved in a problem and to isolate the real issues underlying a particular event, this task may be seen as satisfying all of the requirements of an educational activity of liberal nature. Accordingly, journalism courses should be so taught as to have a strong liberal content in the sense that they provoke a spirit of inquiry, relate knowledge from many fields, and encourage further research as needed to attain a depth of insight before attempting to interpret events. Accepting this view, the first qualification of the journalist is a general and liberal education. Beyond this, he must have an understanding of the relationship between press and society and some training in the technical and craft skills of the several mass media of communications. The latter element need not be viewed with restrained disgust as hardly appropriate to higher education any more than we so regard the geologist's hammer, the chemist's test tube, the musician's piano, or the artist's brush. The proper use of media as an aid to expression should be an art. The trade school and the college will always use some equipment in common and give some courses which are superficially the same. The distinction is that the tradesman unimaginatively performs relatively routine tasks at the behest of another person, whereas the artist sets his own goals and uses equipment to gain them. In so doing, he demonstrates initiative and assumes social responsibility.

This third view of journalism regards it as a broad area of applied liberal arts aimed at helping liberally educated individuals to understand what is going on in the world about them and enabling them, in turn, to communicate this in an insightful way to other individuals. In this view the journalist is the broadly educated individual who becomes aware of many of the issues of his time, to the point where he personally feels that he must have a deeper insight into these and must communicate to others his convictions as to the necessity of attention to them.

This task is a tremendously difficult one. In a very real sense it involves liberal education in the classic Greek pattern. It is a view of education which is often talked about, but which in practice is found only in relatively few of the smaller liberal arts colleges. Departments of the liberal arts and science colleges in large universities have become largely independent and little concerned with the impact of the liberal arts on the individual student in college or the individual citizen outside. Faced with large numbers of students and with a great deal of emphasis being placed on research and graduate study, most of the undergraduate instruction, even in advanced courses, is comprehended in reading, listening to lectures, and occasional class recitation. There are few experiences in which a student is forced to organize knowledge from a number of different fields, relate his own opinions and values to this, and produce a well-thought-out statement. There is some point to the view that an individual really does not know his field well until he can begin to write and talk about it in such a way as to be understood by others. Following this line of thought, we come to the possibility that well-planned professional journalism courses provide the student with a kind of experience which, in many ways, is more nearly consonant with the aims of liberal education than what we, in fact, find in most liberal arts colleges. The combination of liberal arts and professional journalism can and should be a liberal education in a better sense than is found in many of our colleges of arts and science in large universities.

This conception of journalism education requires a journalism faculty which is truly educated rather than being, on one hand, professionally competent as practicing journalists or, on the other hand, the proud possessors of the doctorate primarily concerned with research. Such a faculty must hold that the technical aspect of journalism is not unimportant, but a means to an end—a means which at no time must receive such an important role in the curriculum as to obscure the end itself. The tendency of schools of journalism or of communications to proliferate into many specialties must be replaced by emphasis on a common core of experience for all individuals. Long lists of possible careers in journalism (daily newspaper, community newspaper, magazine writing and editing, business and industrial journalism, newspaper business management, international communications, mass media in public opinion, journalism and communications research, public relations, advertising, radio and television journalism, journalism teaching and advising, publication supervision, pictorial journalism, and others *ad infinitum*) may be useful in suggesting opportunities to students; but it should be made clear that it is neither possible nor desirable to provide separate sequences or even a course for each of these specialties. A few broad specialties such as news writing and editing, radio and television, and advertising should provide adequate specialization at the undergraduate level, and there is sufficient common ground for these specialties that at least 50 per cent of the professional requirements could be in common.

One good reason for reduction of the number of sequences and for development of a common core of courses is that studies of former major students in radio and television, such as that made at Ohio State University in the spring of 1956, indicate that only about 50 per cent of all graduates who had received their degrees five years or more prior to the time of the study were working in positions related to their major. This tendency to follow opportunity rather than to stick with a particular emphasis was noted by many journalism educators. Awareness of this need not rule out the possibility of courses directly aimed at some of the specialties noted above. Such courses should not be so extensive that an individual can (as at least one did) obtain a degree in journalism with 94 semester hours of professional work, including therein a few hours of courses not specifically journalism. Perhaps the inclusion of the details of this horrible example may be worth while, to alert journalism educators to what occasionally does happen in even one of the highly regarded programs in the country. The individual in question acquired three Bachelor's degrees—Bachelor of Arts, Bachelor of Journalism, and Bachelor of Fine Arts, putting in a reasonable total of 83 semester hours of liberal arts work. Beyond this, however, this person completed 94 semester hours in the following courses: *Business and Professional Speaking, Interpretation, Fundamentals of Broadcasting, News Gathering and Reporting, Fundamentals of Advertising, Radio News, Writing Newspaper and Magazine Articles, Radio and TV Announcing, Radio and TV Advertising, Advanced Interpretation, Radio Production and Direction, Rehearsal and Performance, Studies in Oral Interpretation, Advanced Announcing, Mass Communication, Introduction to Television, Advanced Reporting, Public Relations, Radio Music,* 3 courses in *Rehearsing and Performing on Radio and TV, Newspaper Illustrations, Problems in Journalism, TV Programming and Production, Broadcast Programming and Planning, News Editing, Problems of Publishing and Public Relations,* and *TV Program and Production.* The mere array of courses is impressive proof of the possibility of proliferation, even though some of the courses taken were in departments other than journalism.

The overlapping among these courses must almost inevitably be quite extensive in view of their titles. Considering the probability of such overlapping and the nature of the courses as suggested by the titles, the permitting of any one person to take all of them seems a little questionable. The awarding of two additional degrees for so doing seems an altogether inadequate reward for such arduous application and extended exposure!

The example just discussed is an unusual case. Yet, it may be recalled that a graduate of another school ended up with only 20 per cent of his credits in the liberal arts.

By concern with techniques, by offering an unnecessary array of courses dealing with every conceivable task of a journalist, by regarding liberal arts courses as providing knowledge and by selecting therefrom the social sciences as most relevant to journalism, and by a generally inadequate conception of liberal education and of the possible relation of professional courses thereto, journalism educators have tended to perpetuate a technical journalism conception which joins knowledge of a particular field with knowledge of journalism techniques. To programs based on this concept have been added courses providing knowledge about journalism. The unrealized challenge of journalism is that of using the professional courses in journalism as the means for reintroducing into the educational experience a sequence of courses which will bind together the liberal arts in such a manner as to justify the label of liberal education. Journalism education, both in the nature of the task and in the limited number of professional courses required, offers an unmatched opportunity to develop a new vision of professional education. Very few schools of journalism seem to have had this vision; fewer yet have taken steps to make the vision a reality.

ADMINISTRATIVE ORGANIZATION

Some journalism educators would not agree that the question of autonomy or dependence is a critical issue in journalistic education. At least three journalism school directors insisted that the journalism program must be attached to the college of arts and science. Two others, however, expressed just as certainly a conviction that this was not a desirable tie, and still another hesitantly voiced some doubts about it. On the part of those preferring affiliation with arts and science, the major reason seems to be that, with a large proportion of the journalism student's work being in the liberal arts, the necessary relationships with the liberal arts faculty in working out program details can be resolved best by being part of the college. A related element is that, since journalism draws so heavily on the social sciences, the program derives strength from close affiliation between the faculty of the school of journalism and the various social science departments. The implication is that this close affiliation could not be achieved through an independent status.

Another factor, baldly stated in but one case, arises out of the fact that journalism schools are small relative to the total university and that the percentage of university work which a student takes in journalism is certainly less than half, although perhaps not as low as the one-fourth generally recommended. The problems of such a school in coping with budget matters and other problems of larger units in a university apparently make some directors and their faculties hesitate to go their own way. Another consideration undoubtedly operative in a number of places is that the power structure of the university is such that an attempt on the part of the school of journalism to achieve independent status would not meet with success and would only arouse enmity. This being recognized, the faculty and director may make a virtue of necessity.

The argument for autonomy of the school of journalism rests primarily on the greater freedom of action on the part of the faculty. Although this autonomy might result in decreasing importance being attached to the liberal education segment of the journalism program, it can and it should, if the journalism faculty is truly devoted to liberal education, result in greater importance being attached to it. The reason is that a journalism faculty attached to a college of arts and science inevitably tends to see the arts and science requirements as imposed from the outside. The faculty members take less interest in the requirements than if they imposed them and were able to review them and from this review find renewed conviction of the importance of such requirements or revisions of them. In view of the delicacy surrounding any attempt to secure alteration of a departmental offering, there is considerable doubt that affiliation with the college of arts and science is superior grounds for such discussion as compared with the independent status wherein the professional faculty is in position, if necessary, to suggest alterations in requirements for their students or even to consider the possibility of introducing missing elements from presently unsatisfactory liberal arts courses in their own offerings. A further consideration is that the colleges of arts and science in our large universities are in themselves so large and so heterogeneous in nature that the identity of the individual student tends to be lost, both in their classes and in the contact with faculty advisers. More than one critical observer of the higher education scene has suggested that better education might result from breaking up these large colleges of arts and sciences into a number of smaller units that would take on something of the character of colleges in the English universities. Wayne State University of Detroit, Michigan, in its recent establishment of Monteith College, has accepted, at least on an experimental basis, the possibility of a number of such small units rather than the single large one.

Another consideration not commonly mentioned by directors of journalism schools but frequently mentioned by the staff was that faculty members in the school of journalism are not given full recognition for their many and varied activities. The necessity of maintaining relationships with the journalistic profession involves a wide variety of commitments which are very time-consuming and which, by their nature, do not claim recognition in terms of time assignment. The nature of this activity is such that the journalism professors feel that deans of arts and science, even though sympathetic, cannot give special recognition in reference to teaching load without getting into difficulty with other departments in arts and science. The independent school should be in a much better position to make the case for its own unique responsibilities and functions.

An independent school of journalism can and should take on very much the character of a small college of liberal arts or general education in providing an intimate and integrated educational experience which holds the possibility of being equal to if not superior to that provided by the college of arts and science. In so doing, it is not necessary that the professional faculty duplicate the offerings of the college of arts and science. If, however, such a faculty consciously sets its own liberal arts requirements, advises individual students in terms of their particular interests and needs in fulfilling these requirements, and consciously and systematically demands in its own journalism courses that the student use this liberal education background, the synthesis or the integrative aspect of liberal education so commonly missing in the college of arts and science can be supplied by the faculty and the courses in the professional school.

These remarks suggest on the part of the writer a preference for the independent status. In fact, however, the faculty of a particular school should make its own decision, and if that faculty really prefers affiliation with the college of arts and science, it will, in all likelihood, prove the more satisfactory alternative. Even so, it seems reasonable that such a professional school should have a degree of autonomy in its requirements which would make it impossible for the numerically larger liberal arts faculty to impose upon the school requirements which do not, in the best judgment of the professional faculty, serve the needs of their students or the cause of good journalism education.

In view of the apparent enthusiasm and reiteration of the desirability of affiliation with arts and sciences displayed in some schools, it is perhaps appropriate for the writer to make further comment. At the beginning of the visits, the affiliation with the college of arts and science seemed clearly the preferable status for a school of journalism. However, the reactions of the faculty members and students in these dependent schools began to raise doubts of this as the ideal situation even before an independent school had been visited. Despite all of the overt endorsement of this affiliated status, the writer would hypothesize that if a situation could be created in which the faculty of affiliated schools visited could take a free vote, with assurance of no reprisal and with reasonable confidence that the results of the vote would become the basis for action, the independent status usually would be preferred. The writer would further hypothesize that the stronger the faculty, the more likely would be a preference for independence.

The relationships of professional faculty with the liberal arts faculty are so much dependent upon personal interchange that the issue of independence or dependence seems hardly relevant. If this writer were to make a choice in the light of his observations, it would be that an independent school is in a stronger position to work out desirable relationships with the various relevant departments in arts and science than is a dependent unit on a level with these liberal arts departments.

One liberal arts college professor, who had been an interested observer of developments in journalism, discussed at some length his own particular points of view about how a professional group achieves status and the different paths by which this may be accomplished. He noted that some groups had divorced themselves from the liberal arts college, whereas others, like journalism, had tended to stay closely tied up with it. He felt that the latter group tended to subject themselves to a kind of unfavorable comparison combined with the suspicion that this particular professional group was not quite good enough to achieve an independent status. The independent professional school, so he argued, is little concerned with its status in the eyes of the liberal arts faculty. The very assurance which gives rise to this lack of concern may create an acceptance by the liberal arts faculty members which they do not accord to those professional groups that remain affiliated with them. One may question, as did this person himself, the adequacy of this analysis, but there are in it elements of truth.

THE LIBERAL ARTS COMPONENT OF JOURNALISM

The 25 to 75 ratio of professional to liberal education courses so often noted as ideal is by no means accepted by all journalism educators.[1] Among those schools that accept the provision and accord it a place in their college catalog, later statements of curriculum requirements frequently violate the principle. When one moves from this to the examination of actual transcripts or even when one talks with students and some of the journalism professors, there is evidence that either the advising does not forbid or it actually encourages the students to take work in journalism beyond even the provisions stated in the curriculum.

One who is outside the field of journalism can hardly take a definite position as to what the proportion of professional study should be, but those journalism educators who made the greatest impression, by their apparent depth of insight into the problems of journalism education, repeatedly emphasized that 25 per cent of the undergraduate degree requirement was an adequate amount of work in professional journalism. The failure to bring about this ideal seems to reside primarily in the presence on the faculties of individuals who feel very strongly that additional course work, usually heavily loaded with techniques, is required for their particular sequence. Professors working in the radio and television sequence and in the advertising field are much more inclined to take this point of view than are those concerned with the news writing and editorial phases of journalism.

[1] Paul L. Dressel, Lewis B. Mayhew, and Earl J. McGrath, *The Liberal Arts as Viewed by Faculty Members in Professional Schools*, A Publication of the Institute of Higher Education (New York: Bureau of Publications, Teachers College, Columbia University, 1959), Table IV, p. 17.

There is some tendency to accuse students of being highly vocationally oriented and to explain the fact that they find it possible to take considerably more than 25 per cent of the course work in journalism on the grounds that the students demand this and might even go elsewhere if they were not extended that possibility. This often heard complaint about the vocational orientation of students is, in this writer's experience, often only a projection on the student of the professor's own point of view. The extent to which students in connection with the interviews in this particular project reproduced in their own comments the same kind of phrases and attitudes toward liberal arts as evidenced by their professors indicates that students are profoundly influenced by the views of their professors. In any case, there seems little excuse on the part of a faculty for shrugging off their responsibilities for good education by catering to student whims. Indeed, the general rejection by faculty of student interest as a basis for educational planning suggests that, when they do use this argument, it is because of their own implicit motivation.

There are differences of opinion as to just what the 25 per cent principle means. As mentioned earlier, one professor took the point of view that this should apply only to the technical how-to-do-it phases of the course and that everything else should be counted as part of liberal arts. A few others indicated that they thought that some of the courses in journalism, like *History of Journalism, Law of the Press,* and the like, should be regarded as at least 50 per cent liberal arts in nature in determining the proportion of professional education and liberal education. However, the intent of many leaders who have written on this matter and of the accrediting association seems to be that the total credits in professional journalism courses should not exceed 25 per cent of the credits required for graduation. In this sense, 25 per cent is not, as it has come to be accepted in some schools, a minimum requirement of journalism credits, nor is it a median or mean requirement about which considerable variation is expected. It is, in fact, a maximum. The existence of such a maximum would indicate either that the requirements must be so written that every student takes exactly 25 per cent of his work in journalism or that there is a range with a minimum requirement something less than 25 per cent. If a faculty really wishes to meet the 25:75 ratio, some explicit provisions are necessary to insure that this is achieved. Some of these are as follows:

1. Any credits required in military science and physical education would have to be above the 120 or 180 normally required for a degree.

2. Any credits taken beyond the 30 semester hours or 45 quarter hours in professional work would have to be hours beyond the minimum required for a degree.
3. Any courses in speech or business administration which are clearly professional in nature would have to be counted as part of the 25 per cent professional credits. This decision should be made by the journalism faculty by reference to their own definition of liberal and professional education rather than by accepting the appearance of such courses in a department of the college of arts and science as indicative of their liberal education content.
4. Any introductory courses in journalism which are not to be counted as journalism credit should be very carefully reviewed in a forthright attempt to establish whether these are truly liberal arts courses or professional courses. In some cases it might be found desirable to turn such courses back to a liberal arts department. If this is not done, such courses should be so labeled and so written up in the catalog as to make it apparent that they are liberal education offerings.
5. The range of course offerings in the school should be carefully studied with the attempt made to combine as many courses as possible, eliminate others, and in general to so reduce the offerings that temptation on the part of students to take and of faculty to recommend courses in journalism beyond the specified percentage is minimized.

When, as was reported by Professor Harold Niven of the School of Communications at the University of Washington, journalism schools offer totals of hours in radio–television such as 108 semester hours, 116 semester hours, 280 quarter hours, 145 semester hours, and 104 semester hours, to mention only the largest, it becomes evident that students must have many more than 25 per cent of their credits in radio–television and journalism. Otherwise the courses would never attain an adequate enrollment. (The fact that graduate courses are included in these totals makes them only slightly less outrageous.) On the basis of 25 per cent journalism, with some core requirements for all sequences, undergraduate offerings in radio–television beyond 20–30 semester hours appear unnecessary. Certainly no school that keeps its requirements to 25 per cent or close thereto in professional courses would need anything like the hours listed above for any particular sequence.

A recommended journalism program which would include some of the above provisions is as follows:

Professional Requirements	*Semester Hours*
1. Core requirements for all sequences	15
2. Professional sequence	9
3. Electives	6
Professional Total	30

Liberal Education	*Semester Hours*
1. Breadth component: English Composition, 9 semester hours; hours; Humanities, 15 hours; Science, 15 hours; Social Science, 15 hours.	54
2. Concentration in a liberal arts department in which at least 5 hours have previously been completed under the preceding requirement.	20
3. Electives	16
Liberal Education Total	90

The total number of hours in courses from speech, business, or other colleges or departments which have definitely professional implications for journalism should not exceed 6 hours and should be charged up to the professional electives. Such a pattern would enforce the 25 per cent recommendation. It would emphasize a degree of similarity in all of the journalism sequences and would provide for a one-year sequence in each of such fields as might be offered by the school plus an additional elective allowance of 6 hours, or essentially two courses, to reinforce that sequence or provide contact with another one. Much of what has been offered in some of the techniques courses could be provided as a laboratory in connection with other courses. The liberal education phase of the program would provide contact with each of the three major areas of knowledge—humanities, science, and social science. The student desiring a foreign language could, by the combination of the humanities and the elective requirements, readily complete two years of foreign language. The concentration requirement would come close to assuring the equivalent of a liberal arts major, and it might be in any one of the liberal arts areas and not restricted to social science as is rather commonly the case at present. Since the concentration would have to be in a liberal arts department in which five hours had already been taken, the total of 25 hours would not be far from the minimal requirement for a departmental major in many institutions. Elective hours not otherwise committed could reinforce the major if the student so desired. The program would still allow for a great deal of flexibility in planning and much would depend upon the advising done. In fact, only the core in journalism and the English composition would be specified courses, and all of the other work would have some element of choice in it. This would mean, as must inevitably be the case, that the quality of the educational experience of any individual student would depend on the devotion of his adviser to liberal education.

This devotion of the professional faculty to liberal education is also important in connection with the liberal component of the professional courses. As already noted, there are several views as to how a professional course contributes to liberal education. One is that the course includes content materials which are essentially liberal in nature, as in history of journalism. The second is that the course deals with a type of professional content which, because it deals with broad principles and general theory, takes on the qualities of a liberal arts discipline. It is to be hoped that some of the courses in theory of communication and communications research take on this quality. Still another possibility is that, by applying the knowledge from liberal arts courses and by requiring reading on current developments, the professional courses augment the liberal education of the student. Finally, and perhaps the most significant of all, is that a course which, by requiring the student to organize and add to his knowledge and to develop and express a point of view with regard to an issue, provides a liberal education experience with synthesizing and integrative properties transcending those provided by the usual departmental offerings in liberal arts. Such journalism courses as this, though few exist as yet, can become something equivalent to a senior integrative seminar such as is commonly offered in many of our liberal arts colleges.

The observations of this project would suggest that professional courses at present do not make full utilization of the liberal arts background of students. A ready argument is that one cannot make assumptions about specific courses that the students have had because different ones take different courses. On the other hand, there is no real attempt, such as could rather readily be made with the small group of journalism students at any particular stage, to inventory their general background in liberal arts courses and to build on this in the development of some of the journalism courses. Professional faculty members, whether or not affiliated with the liberal arts college, seem to know very little about what is being done in the liberal arts courses and make very little attempt to relate their courses to these. There was not even in the schools visited any evidence of much thinking about integrative procedures or sequential organization with regard to the journalism courses. In some cases, no syllabi were available, and in other cases, where syllabi were available, the indication was that these had been prepared individually rather than in consultation with the whole staff.

It would be possible to attempt to carry this kind of structuring so far as to make it highly unreasonable and artificial. It can hardly be expected, for example, that the teachers in liberal arts courses, each of whom will normally have in a particular section only a relatively few journalism students, will be much interested in knowing in detail what transpires in journalism courses. If, however, there are some general education courses in which large numbers of journalism students are found, exchange of syllabi might be desirable. However, most journalism professors do not want the liberal arts courses modified in any significant way in reference to needs of journalism students. They do believe it is reasonable, however, that the introductory departmental offerings in liberal arts should be truly general education offerings rather than, as they too often are, highly specialized introductions to particular disciplines.

If such courses are provided, the journalism faculty can have reasonably clear expectations with regard to the liberal arts courses and can advise students in their selection of courses to insure that this contact provides the desired liberal arts background. Furthermore, the faculty can develop for themselves and for the students a set of specifications as guides as to what may be expected of students as they move into the various courses in their journalism program. In this interrelationship of journalism courses and the integrative aspect of journalism courses with respect to liberal education, is undoubtedly to be found the weakest spot at present in journalism education. The tendency to see journalism courses as discrete courses and to see journalism as discrete from liberal arts is probably basic to the inability of the faculty to agree on the proportion of professional work which should be required.

GENERALIZATIONS ABOUT JOURNALISM EDUCATION

This and preceding chapters have suggested a number of generalizations pertaining to journalism education and its relation to the liberal arts. The purpose of this section is to collect these generalizations together in one place so that their cumulative significance may be grasped. Although the generalizations are not always stated as recommendations, a recommendation or at least a point of view may be inferred from each generalization. The generalizations are grouped under a few broad categories which should assist in assessing their composite effect.

ADMINISTRATION AND ORGANIZATION

1. A key factor in determination of the conception of journalism education and of its relation to the liberal arts is found in the administrator of the program. The conception of journalism education is in process of

change, and many persons now present on journalism faculties are either unsympathetic to or unfamiliar with newer ideas and hence unlikely to modify their views and practices unless strong leadership is present.

2. Affiliation with the college of arts and science is not necessarily the best organizational pattern for the development of a strong program of journalism education, since it tends to relieve the journalism faculty of responsibility for careful planning of the liberal education experience of journalism students. An independent faculty, in accepting full responsibility for the total education of its students, has greater incentive for developing a truly integrated program in which professional and liberal education are indistinguishably merged to produce a liberally educated person with some skill in and full realization of the responsibility involved in the communication process.

THE FACULTY

3. Currently, journalism faculties are divided in their views on the amount and role of liberal education in the journalism curriculum. A few who themselves lack a liberal education are solely oriented to techniques. Others, though verbally committed to liberal education, see it only as furnishing knowledge needed by the journalist. Those who see the importance of a truly liberal education as a primary requirement in the education of a journalist, seem to this observer to represent a small but increasing minority.

4. The quality of the liberal education attained by journalism students depends very greatly on the liberal education of the journalism faculty as revealed in instruction and especially as revealed in the advice given by the faculty to their students in program planning. Contact with the liberal arts can be invoked by rules, but a liberal education cannot be legislated.

5. Many journalism educators are quite vocal in their criticisms of the specialized interests reflected in the traditional offerings in the liberal arts. There is, nevertheless, present among some journalism educators a tendency to develop a similar highly specialized approach in their own courses.

RELATIONSHIP BETWEEN LIBERAL AND PROFESSIONAL EDUCATION

6. The integrative demands of the communications, behavioral science conception of journalism has given new impetus to thinking about the relationship of professional courses in journalism and the liberal arts. Although, ideally, cooperative planning of the total journalism curriculum by journalism and liberal arts faculties may appear desirable, the departmentalized orientation of the liberal arts and science faculties, coupled

with the relatively small size of the journalism school, makes it unlikely that the journalism faculties will have great influence on the liberal arts curriculum. The large proportion of liberal arts taken by journalism students and the element of choice involved tends to diffuse the liberal education aspect of journalism so widely over liberal arts departments that any attempt to inform liberal arts faculty about the interests and the professional education would be difficult if not impossible. Journalism professors do not appear to be interested in such an attempt, perhaps because they realize that many of the liberal arts faculty members would resist and resent it. However, journalism faculties could utilize, more extensively than they have, the resources of the arts and science faculty in the planning of some of the professional courses in journalism, especially in setting up criteria for and evaluating the adequacy of the content, organization, and the interpretations in the journalism student's attempts at communication.

7. Both the liberal education requirements of schools of journalism and the transcripts of the students indicate that journalism students too commonly have a superficial contact with many disciplines and insufficient contact in depth with some one or two. There is recognition of this problem by journalism students and by both the journalism and liberal arts professors. In some schools steps are being taken to provide a reasonable equivalent of a liberal arts major. This should be done in consultation with the liberal arts departments to avoid misunderstanding and friction as well as to insure wise selection of the courses for the "major."

PROFESSIONAL COURSES

8. Courses offered by schools of journalism—both the technical how-to-do-it courses and the broader professional courses—need severe pruning. The extent of content and skills is neither sufficiently extensive nor of sufficient substance to justify the range of offerings found in many schools. Likewise, it seems doubtful that the range of sequences offered in some schools can be justified by the distinctiveness of the curricula or of the specialties for which they presume to prepare.

9. Offerings in journalism, in speech, and in business administration need careful study in most universities. There appears to be an unnecessary duplication or overlapping in courses, which wastes resources and provides a constant temptation to students to increase unduly the professional component of their program.

10. The 25 to 75 ratio of professional to liberal education is presently met by few schools; and it is unlikely to be met until a core program common to all sequences is instituted and joined with a ceiling requirement

on professional courses, including those offered in other departments and schools of the institution.

11. The development of a sequential, integrative approach in advanced journalism courses is a major deficiency in journalism education. Only by this development can journalism offerings be brought into the most meaningful relationship to each other and to the liberal education upon which these courses should depend.

OUT-OF-CLASS EDUCATIONAL EXPERIENCES

12. In many schools the student paper is monopolized by journalism students. The inadequacies of this experience and the fact that the paper should be a common concern of all students raise grave doubts about the wisdom of this domination. If practicum experiences of this sort are considered necessary they should be found elsewhere under more realistic conditions.

13. Journalism students, as compared with students generally, appear to take no greater advantage of the rich cultural opportunities available outside of the classroom. This seems particularly unfortunate with such an able and possibly influential group. Some means should be sought both to encourage students to use these opportunities and to relate them to the more formal educational experiences.

These generalizations imply some criticism of journalism education and of journalism educators, but none which journalism educators have not already made of themselves. In fairness it should be said that, apart from the obvious and somewhat deceitful discrepancies among ideas, stated principles, and actual practices, the factors which keep journalism education from achieving the ideal are to a large extent operative also with regard to students majoring in the liberal arts departments. There is ever the tendency on the part of the adviser of a student in a particular department to encourage him to load up with hours in that department and in closely related departments. It is not unknown for departments in liberal arts colleges to fight for an increase in the number of hours which may be permitted for a major in their particular departments. Some of the degrees in sciences and in the department of music require 50 per cent or more of the course work in the student's major. Analysis of transcripts of these liberal arts graduates have revealed programs almost as unbalanced as any of those noted for journalism students. Perhaps journalism educators who have remained more closely associated than most professional groups with the arts and science faculty are only too closely following the example set by that faculty.

Nevertheless, journalism educators have themselves emphasized the importance of a liberal education; and they have themselves proposed the 25 to 75 ratio of professional to liberal studies. Accordingly, they should not write catalog statements which indicate that only 25 per cent (or whatever other percentage a given school endorses) of the work is to be in the professional field, or that 75 per cent of it is to be in liberal arts, unless they consistently adhere to this policy and provide procedures whereby it becomes operative. Furthermore, it is necessary to clarify whether this ratio applies to the student's over-all educational experience or solely to the total of hours taken in journalism as compared with all other hours taken.

If the stated ideal of 75 per cent liberal education is to be anything more than a mechanically applied formula, it must stem from a philosophy of journalism education. This philosophy can be meaningful only as it is spelled out in more significant terms and as it becomes accepted by the journalism professors and the students advised by them. As yet, this is not the case in many schools, but there is evidence that individuals and even entire faculties are beginning to think in these terms. If they are successful in convincing their "how-to-do-it" oriented colleagues, journalism education could become the model for a synthesis of liberal and professional education in contrast with the mere juxtaposition of professional and liberal education now characteristic of most journalism programs and even to a greater extent of other professional and technical programs.